TEST ADMINISTRATION MANUAL

ALGEBRA I

Tennessee End of Course Assessment
Algebra I

ALGEBRA II

Tennessee End of Course Assessment
Algebra II

CHEMISTRY

Tennessee End of Course Assessment
Chemistry

BIOLOGY I

Tennessee End of Course Assessment
Biology I

U.S. HISTORY

We the People

Tennessee End of Course Assessment
U.S. History

ENGLISH I

Tennessee End of Course Assessment
English I

ENGLISH II

Tennessee End of Course Assessment
English II

ENGLISH III

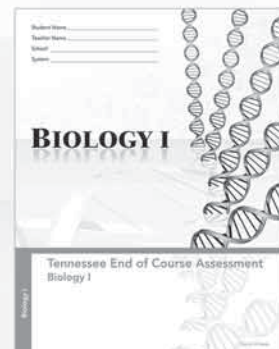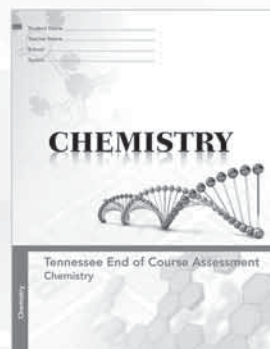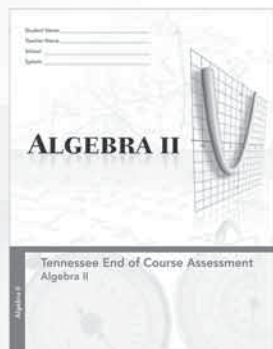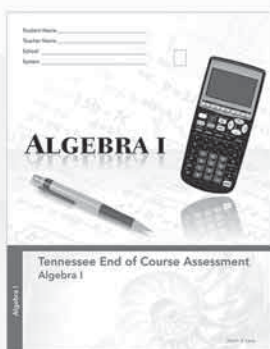Tennessee End of Course Assessment
English III

Test Administration

Tennessee End of Course Assessment
Test Administration Manual
Spring 2014

This manual is provided to assist in the administration of the End of Course assessments. To ensure smooth implementation of this testing program, please become familiar with the contents of this manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your schools.

SAVE YOUR BOXES, PALLETS, AND RETURN SHIPPING LABELS!

The boxes in which you received your test materials and any filler (air pillows) should be saved to return the materials to Pearson. If your materials arrived via freight on pallets, be sure to save these to ensure proper return. Also, save all your return shipping labels.

End of Course testing materials will be shipped to the systems approximately three weeks prior to the system test date.

All End of Course assessments must be administered in four consecutive days beginning April 28 - May 14, 2014. The state testing window also applies to all private schools that are administering the End of course assessments. All students in a grade level within a school must adhere to the same test schedule with the exception of students who are taking make-up tests or require Special Accommodations (same subject at the same time on the same day.)

Specific Guidelines for EOC Assessments:

1. Test windows for 2014-15 - systems must select a week for testing; all schools within the system must test within the same week. Fall and spring breaks may not interrupt the testing window. Below are the test windows for the 2014-15 school year.

    - Spring: April 28-May 14
    - Summer: July 7-25

2. Test Schedule - all students in a content area within a school must adhere to the same test schedule with the exception of students who are taking make-up tests or require Special Accommodations (SPED or EL):

    - Day 1 - English III, Algebra I
    - Day 2 - English I,   Algebra II
    - Day 3 - English II,   US History
    - Day 4 – Chemistry, Biology
    - Day 5 - Completion of all make-up testing

Alternative schedule – modifications may be made to the schedule above by sending your proposed schedule to tned.assessment@tn.gov.

Gateway Testing (Online and Paper-Pencil)

- Same test window as End of Course
- Students may take the test once during the window

Only Homebound students, students requiring a Modified Format (i.e., Large Print or Braille), and students pre-approved by the Office of Assessment Logistics may be administered a paper Gateway exam.

Spring 2014 Administration

Materials Distribution, Receipt, and Processing

Pearson will be responsible for the distribution and return receipt of all secure and non-secure testing materials to systems, including all forms of test books, pre-ID and non pre-ID answer documents, Group Information Sheets (GISs), and Test Administration Manual (TAM) copies. Pearson will also be responsible for scanning and processing activities.

Security Processes

Materials returned by systems will undergo security check-in processes to verify that all pre-ID answer documents and test books distributed to schools/systems have been returned by those schools/systems. Should Pearson determine any discrepancies between the materials returned and the materials initially distributed, Pearson representatives will contact the System Testing Coordinators to report and resolve discrepancies.

Answer Document Coding
Pre-Coded/Pre-ID Answer Documents

In Spring 2014 answer documents will be pre-coded with student information. (Note: Answer documents provided to non-public schools will not be pre-coded.) Pre-coded answer documents have student names and demographic information preprinted on the answer document. Test Administrators must ensure that each student receives the correct pre-coded answer document. **Do not** make demographic corrections on pre-coded answer documents. Corrections to demographic information must be made in the local student information system (EIS Data).

Unused Pre-Coded Answer Documents

Unused pre-coded answer documents are required to be returned under an Unused Pre-ID Header form.

Answer Documents Not Pre-Coded

Blank answer documents will be provided for students who are scheduled to participate in testing but were not included in the EIS file received for Pre-ID of answer documents.

Unique Student Identification Numbers (USIDs) for Public School Students

Student Unique Identification Numbers generated by EIS (State ID) must be coded in the Unique Student ID field. If the number has fewer than nine digits, pre-fill the empty bubbles using leading zeros. If a USID is not available, an Alternative ID number may be used. Social Security numbers may not be used.

Alternative Identification Numbers for Public School Students

Use the following format to create an Alternative ID number: 9 + 3-digit system # + 00001 to 99999 (Ex.: 9 _ _ _ 00001)

Alternative Identification Numbers for Home School Students

Use the following format to create an Alternative ID number for a Home School student: 3-digit system # + 981 + 001 to 999 (Ex.: _ _ _ 981001)

Alternative Identification Numbers for Non-public School Students

Non-public schools may no longer record Social Security numbers (SSNs) in the Unique Student ID (USID) fields of answer documents. Because non-public students do not have EIS-generated USIDs, an alternative Identification number must be used. Use the following format to create an Alternative ID number: 9 + 5-digit RANDA processing # + 001 to 999 (Ex.: 9 _ _ _ _ _ 001)

Instructional Availability/Class Attendance

Fill in only one of the corresponding circles based upon the student's anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken. This information is required. If it is not bubbled on the student answer document, this will result in a discrepancy in EdTools SDDV.

For Traditional schedules, select from among the following:

- 150 days or more
- 75–149 days
- 74 days or fewer

For Modified (e.g., block) schedules, select from among the following:

- 75 days or more
- 38–74 days
- 37 days or fewer

Testing Status

The Testing Status field now contains only two categories:

- First Time Taker: Enrolled in course for the first time
- Repeat Taker: Re-enrolled or repeating a course

Group Information Sheet (GIS)

The EOC GIS has been revised to capture Test Administrator information on the back of the GIS if there is no Teacher of Record. If the Teacher of Record administered the EOC exam to his or her students, the back of the GIS should be left blank. In rare cases, an EOC exam may be administered to a student for whom there is no Teacher of Record (e.g., online courses). In such cases, the front of the GIS will not include Teacher of Record information, but the back must include Test Administrator information. There is a limit of 49 answer documents per GIS. A sample GIS appears on pages 46-47 of the TAM.

Reminders

Out-of-System Students

Note regarding Out-Of-System Students: This school/grouping no longer exists within any Public System or Private School System. All students must be registered with an approved school or their school of record for EOC test processing.

Gateway Diploma Requirement

In the Diploma Requirement field, bubble **"Yes"** for those students for whom the EOC Algebra I, Biology I, or English II assessment will be used to satisfy the students' Gateway diploma requirement. The "Yes" bubble must be filled in to ensure met/not met status is reported for said students.

Coding for Alternative School Students

For accountability purposes, the school of origin is the school of record for Alternative School students. Transfer to an Alternative School is NOT considered a break in continuous enrollment at the remanding school. If a student would be coded as continuously enrolled had he/she not transferred to the Alternative School, that student will still be coded as continuously enrolled with Membership = 1.

New for Spring 2014

1)Please **do not** print and return to Pearson copies of the School/Group Lists (SGLs).
2) Please affix Rapid Turnaround labels to each Scorable box (see System Return Shipping Kit in the Return Materials Instruction Packet).
3) Please see page 30 for procedures on testing Residential Facility students.

End of Course Test Administration

EOC Testing Policy

Only students who are enrolled in a course with an associated End of Course examination shall take the End of Course examination. Students enrolled in a substituting course without an End of Course examination explicitly tied to the State Board of Education-approved curriculum content standards of that course shall not take an End of Course examination. This exemption applies to all substituting courses, including, but not limited to, Advanced Placement, International Baccalaureate, dual enrollment, and dual credit courses.

Dual Enrollment

A student earning a credit via a dual enrollment program is not required to take the corresponding state EOC exam.

Systemwide Test Administration

Initial testing is to be administered systemwide on the same day. It is NOT permissible to have schools within a system test the same content area on different days.

Enrolled in Course

Students who are enrolled in an EOC class, regardless of grade level, must take the assessment pertinent to that class (i.e., Algebra I, Algebra II, Chemistry, Biology I, English I, English II, English III, and U.S. History).

For students who entered high school prior to the 2009–2010 school year, a passing score on the Algebra I, Biology I, and English II EOC assessments will be used to satisfy the students' Gateway diploma requirement. **(Bubble "Yes" in the *Diploma Requirement* field.)**

Prohibited Testing

Under no circumstance (e.g., testing students without special or IEP-mandated accommodations, testing students enrolled in two sections of a course) should a student be administered the same assessment twice within one administration (e.g., Spring 2014). Multiple testing can result in the **invalidation** of both scores. The EOC Test must be administered within the set state testing window. Failure to comply with the state testing window will be considered a breach of test security. **NEVER** erase student responses from the student answer document. If in doubt, please contact the Office of Assessment Logistics at tned.assessment@tn.gov.

Online Applications Website

The TDOE EdTools site is https://tdoe.randasolutions.com.
The completion of SGLs, RIs, SDDV, and Teacher-Student Connection is required before Quick Scores are released.

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SECTION I: TEST SECURITY

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process, shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, § 4.]

State Test Security Measures

The State will:

- Establish security guidelines to ensure the integrity of the testing process.

- Implement safeguards to ensure test content security.

- Communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications.

- Provide packing lists and system manifests to ensure accurate inventory of test materials at the system and school levels.

- Conduct random visits during testing to ensure test security and consistency of administration.

- Provide Breach of Testing Security Report forms to document local test security concerns.

- Review submitted Breach of Testing Security Reports and follow up as needed.

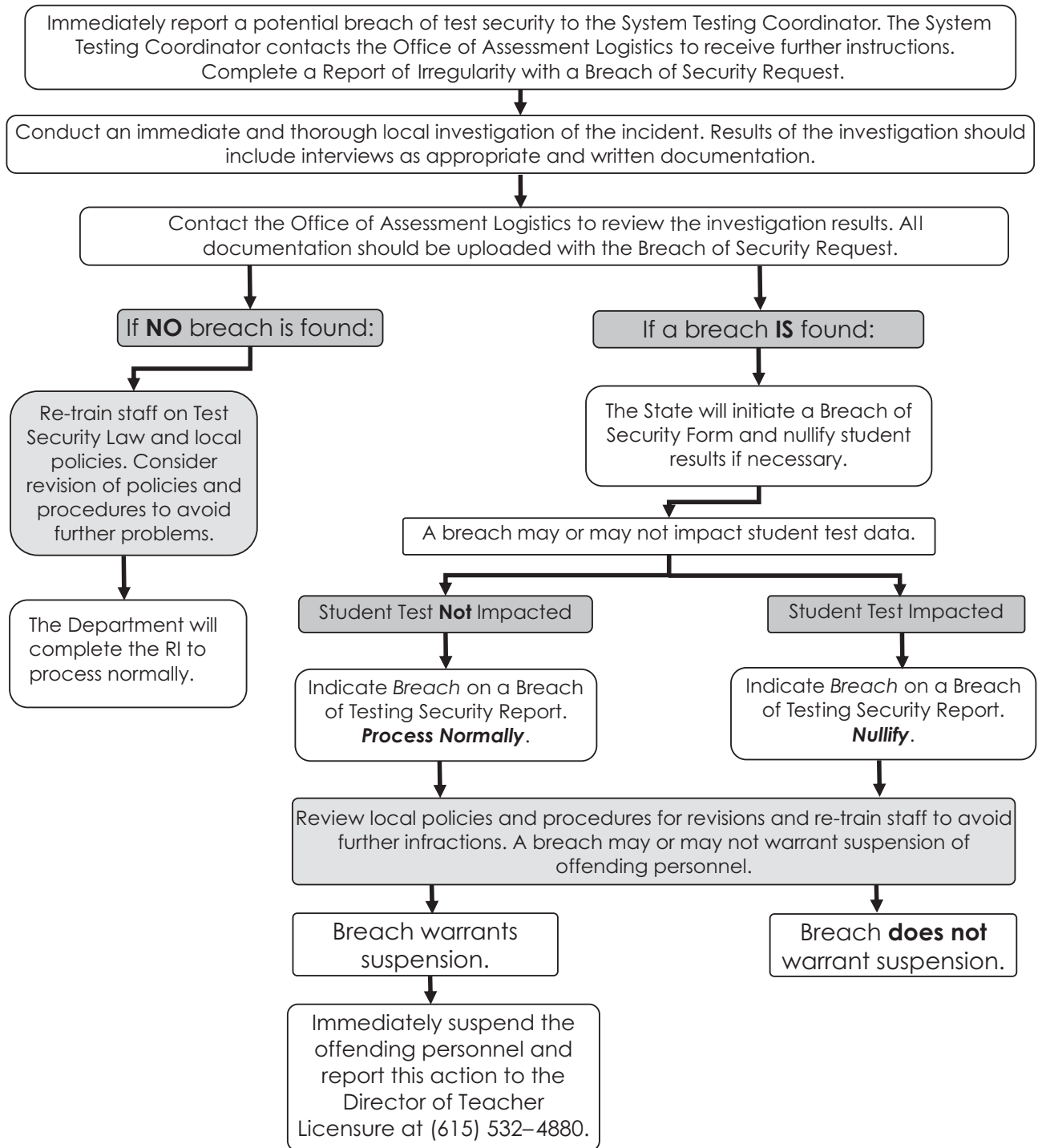- Release student-specific test data only to authorized personnel.

State Test Security Guidelines

The Public School Systems, State Special, and Non-Public Schools MUST:

1. Adopt a locally monitored test security policy that incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.

2. Train all personnel involved in the testing process on State Test Security Law, State Test Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.

3. Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.

4. Restrict handling of test materials to authorized personnel at all times.

5. Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing. Discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited to protect the validity of the test.

6. Return test materials immediately after each test session and when the entire administration is completed. Store test materials in a centrally located locked room that is inaccessible to unauthorized persons.

7. Create a secure, yet positive, environment for testing. Place appropriate signage outside of test setting to limit interruptions (e.g., Do Not Disturb—Testing in Progress).

8. Conceal or remove all instructional or reference materials in the test setting that are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, and familiar study aids, such as graphic organizers, models, or number lines.

9. Turn off all electronic communication devices (cell phones, pagers, PDAs) in the test setting.

10. Ensure proper calculator use as outlined in the *Test Administration Manual*, making sure that calculators are cleared before and after administration of each test.

11. Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if Administrators are not responsible for normal classroom instruction.

12. Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions and follow appropriate schedules and time limits, which are outlined in all test directions.

13. Require Test Administrators and Proctors to remain with the students and be observant and nondisruptive throughout the testing session.

14. Prohibit the coaching of students in any way during State assessments. Ensure students respond to test items without assistance from anyone.

15. Prohibit the reading of test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time before, during, or after test administration.

16. Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person. Standard copyright laws must be maintained at all times. Test materials shall not be copied, filed, or used directly in instructional activities. Specific excerpts from the test or paraphrased portions of the test may not be used to create study guides or classroom resources.

17. Maintain confidentiality of student-specific accountability demographic information and test results at all times.

18. Document test security concerns, including missing materials, on the Breach of Testing Security Report form.

19. Make sure to report <u>any</u> breach of security. Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

Breach of Test Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event. Examples of potential breaches may be found in the Tennessee Test Security Law and State Test Security Guidelines. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the Office of Assessment Logistics at tned.assessment@tn.gov.

Immediately report a potential breach of test security to the System Testing Coordinator. The System Testing Coordinator contacts the Office of Assessment Logistics to receive further instructions. Complete a Report of Irregularity with a Breach of Security Request.

Conduct an immediate and thorough local investigation of the incident. Results of the investigation should include interviews as appropriate and written documentation.

Contact the Office of Assessment Logistics to review the investigation results. All documentation should be uploaded with the Breach of Security Request.

If **NO** breach is found:

If a breach **IS** found:

Re-train staff on Test Security Law and local policies. Consider revision of policies and procedures to avoid further problems.

The State will initiate a Breach of Security Form and nullify student results if necessary.

The Department will complete the RI to process normally.

A breach may or may not impact student test data.

Student Test **Not** Impacted

Student Test Impacted

Indicate *Breach* on a Breach of Testing Security Report. ***Process Normally***.

Indicate *Breach* on a Breach of Testing Security Report. ***Nullify***.

Review local policies and procedures for revisions and re-train staff to avoid further infractions. A breach may or may not warrant suspension of offending personnel.

Breach warrants suspension.

Breach **does not** warrant suspension.

Immediately suspend the offending personnel and report this action to the Director of Teacher Licensure at (615) 532–4880.

RI – Breach of Test Security

Upon receipt of any information concerning a potential breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event and then contact the Office of Assessment Logistics Executive Director to review the investigation results. Complete an online Breach of Testing Security Request form with documentation of the investigation and results, including actions taken. **The answer document of a student involved in a breach must be included with the appropriate GIS and SGL.**

❑ Potential Breaches of Test Security MUST be entered online as a Report of Irregularity (RI). If needed prior to entering online, **blank copies of the Breach form are available at http://www.state.tn.us/education/assessment/tools_resources.shtml**.

❑ To complete the online RI – Breach of Test Security information:

   ❍ Go to TDOE EdTools at https://tdoe.randasolutions.com (requires User Name and Password).

   ❍ Select "Assessment Forms" from the "Processing" tab.

      1. Select the "Reports of Irregularity (RI)" button at the top of the School Audit.
      2. RI Serial # and Test will be pre-populated.
      3. Select Grade and Content Area.
      4. Select "H. Breach of Security Request."
      5. System and School Name will be pre-populated.
      6. Enter all required information, including:
        ✔ Incident Date
        ✔ Teacher Info (Last Name, First Name)
        ✔ Contact Info (Name, Email)
        ✔ Student involved event
        ✔ Test Date
        ✔ Explanation of Testing Security Event
        ✔ Name of Reporter, Phone Number, Email Address
        ✔ Student Info (Last Name, First Name, Middle, Unique Student ID)
        ✔ Be sure to "Add Student to List."

      7. "Document the Occurrence" field, copy and paste the entire Explanation of Testing Security Event.

   ❍ Once all required fields have been completed, click update at the bottom of the RI form.

❑ To add an attachment go to the top right of the RI form and click to add

❑ To PRINT the online RI – Breach of Testing Security Report:

   ❍ Select the "Print" button at the bottom of the RI.
     • RI Report Viewer will pop up on the screen.
     • Select the "Breach of Security" tab to view the Breach of Testing Security Report.
     • For this form to print properly, be sure to select the print icon (see sample on page 7). Do not use the print option in the Menu Bar.

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RI – Breach of Testing Security Request, Sample

TENNESSEE DEPARTMENT OF
EDUCATION
FIRST TO THE TOP

[Update My Profile] [Log Off]

Change Site View To:
Search All ▾ [ ] Go

COMMUNICATIONS | PROCESSING | REPORTING | RESOURCES

PROCESSING > REPORTS OF IRREGULARITY (RI)

SGLs | RIs | School AF Audit

RI Serial #

Test: 2014 Spring End of Course

Grade: -- Select -- ▾

Content Area / Subtest:
- Algebra I
- Algebra II
- Biology I
- Chemistry I
- English I
- English II
- English III
- US History

After you have saved your RI, you will be able to add attachments

This form is to be used only if one of the following irregularities occurred. **Please mark the most appropriate that apply below:**

A. A student or a group of students cheated

B. Test administrator/proctor provided inappropriate assistance to student(s)

C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below

D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest

E. Inactive Test Materials Form: A student completed a test using multiple response documents, defective materials or the test became damaged or contaminated. Ensure that contaminated documents are securely destroyed and include this information in the occurrence documentation on this form. Non-contaminated, damaged or duplicate response documents should be returned with this form. The valid student response document should be returned under the appropriate TAG or GIS for scoring.

F. A student took the wrong test or subtest. District Testing Coordinator must contact the State for further instructions

G. Improper test modifications/accommodations were used

H. Breach of Security Request

I. Medical Exemption Request

J. Other reasons. Please specify

Note: **The Breach of Security and Medical Exemption Request Forms are now to be completed online.** The PDF version of the Breach of Security and Medical Exemption Request are still available in case you need to print them.

District Name:	School Name:
00190 - DAVIDSON COUNTY	0020 - ANTIOCH HIGH
	Incident Date: 1/23/2014 9:17:12 AM
Teacher Info (as on the Group Information Sheet):	Last Name:
	First Name:
Contact Information for the State:	Name:
	Email:

Student Info

Unique ID	Last Name	First Name	Middle Name

Last Name (as appears on test document):

First Name (as appears on test document):

Middle Initial (as appears on test document):

Student Unique ID:

Report of Potential Breach

Type of Breach:
- Student involved event
- Materials or non-student event

Test Date:

Explanation of Testing Security Event:

Name of Reporter:	Phone number:	Email address:
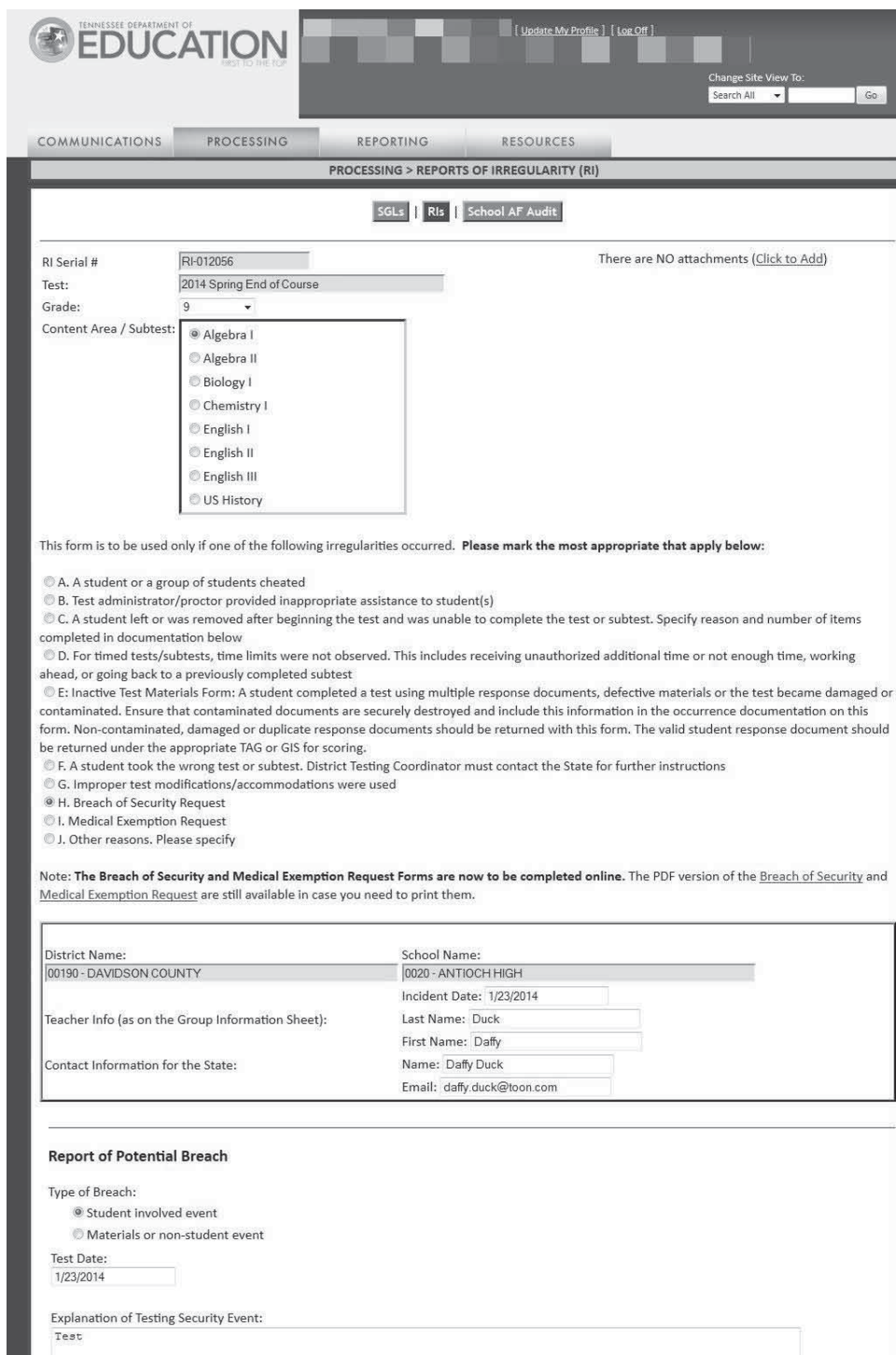
Complete a Breach of Security request form for **each** incident. Print the form and attach copies of supporting documents. **DO NOT send student answer documents with this form.**

Submit the form in the **RI/Breach Envelope** to the appropriate Program Manager in the Office of Assessment, Evaluation and Research.

Recommendations related to Breach incidents are subject to approval by the Tennessee Department of Education.

See below for brief instructions on how to complete an online Breach form.

❑ Select "H. Breach of Security Request."

❑ Complete all required information, including:

- Incident Date
- Teacher Information
- Contact Information
- Explanation of Testing Security Event
- Name of Reporter, Phone, Email Address
- Student Information

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From the actual RI:

From the Rls **button**

Delete?	RI #	Date Created	Grade	Test Teacher	Recommended Action	Action Taken	Attachments
☐	RI-012056	01/23/2014	9	Daffy Duck	None yet	None yet	0 Add

After clicking to ADD from either screen:

Printing the Breach of Testing Security Report (for system use only):

☐   1. Click the "Print" button located at the bottom of the page.

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

| Report of Irregularity | Potential Breach |

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM REPORT OF IRREGULARITY

RI Serial #: RI-011814

Test: 2014 Spring End of Course

Grade: 11

Subtest(s): Algebra II

Part:

This form is to be used only if one of the following irregularities occurred. Please mark the most appropriate that apply below

[ ] A. A student or a group of students cheated.

[ ] B. Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report.

[ ] C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below.

[ ] D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest.

[ ] E. Inactive Test Materials Form: A student completed a test using multiple response documents, defective materials or the test became damaged or contaminated. Ensure that contaminated documents are securely destroyed and include this information in the occurrence documentation on this form. Non-contaminated, damaged or duplicate response documents should be returned with this form. The valid student response document should be returned under the appropriate TAG or GIS for scoring.

[ ] F. A student took the wrong test or subtest. **System Testing Coordinator must contact the State for further instructions.**

[ ] G. Improper test modifications/accomodations were used.

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

| Report of Irregularity | Potential Breach |

Tennesse Department of Education
Assessment, Evaluation and Research

710 James Robertson Parkway
Andrew Johnson Tower
Nashville, TN 37243

Breach of Testing Security Request

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report student cheating.

System: KNOX COUNTY (00470)

School: BEARDEN HS (0017)

Test Administrator: TEST TEST

Grade: 11   Test Date: 05/08/13   Report pertaining to: EOC

❑ 2. When RI Report Viewer pops up, click the potential "Breach of Security" tab to view and print the Breach of Testing Security Report.

❑ Once the investigation is complete and a determination that a breach has occurred the state will generate a Breach of Security Report.

If there are RI issues involving nullifications or voids, a review of the described circumstances must be completed before the Quick Score Report will be sent. DO NOT WRITE "VOID" OR "NULLIFY" ON ANY ANSWER DOCUMENT!

Protocol for System Response to Missing Secure Test Materials

1. System Testing Coordinator completes thorough investigation and documents all related facts.

2. System Testing Coordinator completes an Online Report of Irregularity with a potential Breach of Security Request.

3. System Testing Coordinator notifies the Director of Schools of the missing test materials.

4. System Testing Coordinator provides the Office of Assessment Logistics with a detailed investigation summary that includes the following information:

   • Specifics about missing secure test materials (e.g., description [answer document, test booklet], quantity, content area)
   • Date test materials were determined missing
   • Last known location of missing test materials
   • Description of storage area for secure test materials
   • Names of all people who had access to area where test materials were stored
   • Name and contact information of Building Testing Coordinator(s) and School Administrator(s)
   • Statements from Administrators, Building Testing Coordinators, teachers, and any others involved
   • Description of current security measures in county/school
   • Plan for improved test security measures at system and school level

System _____ School _____

T.C.A. 49-1-607. Noncompliance with security guidelines for TCAP or successor test. — *Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, § 4.]*

I hereby certify that I have read and understand the State of Tennessee Test Security Policy. Furthermore, I agree to abide by state test security guidelines and understand that any breach in test security on my part could lead to my dismissal and/or revocation of state license.

Print Name	**Signature**	**Date**

ED 5459
Revised 8/09

System Testing Coordinator's Checklist

BEFORE TESTING

❑ 1. Maintain current communication between the State and local system.
  A) submit contact information for System Testing Coordinator(s) to the Office of
     Assessment Logistics:
    (1) office email address
    (2) office phone number
    (3) emergency phone number
    (4) fax number
    (5) mailing address
    (6) shipping address, if different from mailing address
  B) check email frequently for assessment information
  C) distribute appropriate assessment information systemwide
  D) contact the State with local school assessment concerns, as needed

❑ 2. Implement local test security plan and disseminate information systemwide.

❑ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
  A) ensure test material orders include all applicable schools, courses, and students:
    (1) students enrolled in tested courses
    (2) special education students
    (3) EL students
    (4) transfer students
    (5) students needing modified format tests (i.e., Braille and Large Print)
  B) ensure accuracy of orders to prevent material shortages and late orders
  C) complete online orders according to State schedule; copy and retain orders for system records

❑ 4. Attend State assessment meetings for System Testing Coordinators.

❑ 5. Develop testing schedules with school administrators to minimize test security risks (e.g., testing to occur at the same time school and systemwide).

❑ 6. Notify media and appropriate local officials (e.g., Fire Chief, Community Event Planners) of testing schedule to prevent test disruptions.

❑ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.

❑ 8. Establish a restricted, secure storage area for test materials at the system level and ensure secure areas are designated at each school.

**SAVE YOUR BOXES,
PALLETS, AND RETURN SHIPPING LABELS!**
The boxes in which you received your test materials and any filler (air pillows) should be saved to return the materials to Pearson. If your materials arrived via freight on pallets, be sure to save these to ensure proper return. Also, save all your return shipping labels.

Checklist may be copied — Do not remove from manual.

Test Administration

System Testing
Coordinator's Checklist

System Testing Coordinator's Checklist cont.

❑ 9. Receive shipment of test materials.
   A) Check packing lists to make sure all materials were received.
   B) Retain pallet(s), if applicable.
   C) Locate the System Testing Coordinator kit containing return shipment instructions. If the return packet is not found, contact Pearson.

❑ 10. Verify quantities of all test materials received and distributed.

❑ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log and the security checklist.

❑ 12. Notify the State immediately if additional test materials are needed. Contact Pearson if test materials are damaged or defective.

❑ 13. Verify each school's Shipping Order Form to document test material inventories.

❑ 14. Distribute practice materials, if available, to Building Testing Coordinators. **Do not return practice materials** to Pearson.

❑ 15. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines. Do not give Test Administrators extra test books (one test book per student present).

   A) Test materials—confirm for appropriate content level
   B) Modified format tests, as needed
   C) State assessment forms, per school procedures:

   Group Information Sheet (GIS) form
   Online forms can be located at the TDOE EdTools website (https://tdoe.randasolutions.com):
   -School/Group List
   -Report of Irregularity
   -Inactive Test Material
   -Breach of Testing Security Request
   -Medical Exemption Request

❑ 16. Implement procedures to ensure all students are assessed and accounted for as required.

❑ 17. For testing policy questions, contact the Office of Assessment Logistics at tned.assessment@tn.gov. For questions regarding shipment of materials, contact Pearson at 1-888-817-8658.

DURING TESTING

❑ 1. Monitor to ensure schools are following the testing schedule and local test security plan.

❑ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

Test Administration

System Testing Coordinator's Checklist

System Testing Coordinator's Checklist cont.

AFTER TESTING

❑ 1. Lead all investigations of local test security concerns.

❑ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in the Building Testing Coordinator's checklist.
   A) verify that used and unused test materials are collected from each applicable school
   B) verify all counts on the security checklist for each school, including additional materials from the Central Office Box
   C) verify that the correctly completed SGL is included for each school
   D) verify that the GIS is completed accurately and included with each group of answer documents for the teacher listed on the GIS
   E) verify proper coding for all Absent and EL Excluded students

❑ 3. Complete the Central Office Distribution Log; make a copy and retain for system use.

❑ 4. Complete the system security checklist.

❑ 5. Complete a Breach of Testing Security Request for any discrepancies in inventory of test booklets and make note on the security checklist.

❑ 6. Review State assessment forms for appropriate use and accurate completion. Return per instructions. **Note:** Do not write comments on answer documents. For students who refuse to test, do not include answer documents with the following documents, but return with regular answer documents for processing.
   A) Report of Irregularity (RI) must be completed online (https://tdoe.randasolutions.com)
      (1) do not write comments on answer documents
      (2) review RI information online, approve, and submit
   B) Breach of Testing Security Request at the TDOE EdTools website (https://tdoe.randasolutions.com)
      (1) complete an online RI for each Breach of Testing Security Request
      (2) review and initiate appropriate investigation
      (3) upload available documentation, including action taken
      (4) print a copy for system use
   C) Medical Exemption Request at the TDOE EdTools website (https://tdoe.randasolutions.com)
      (1) complete an online RI for each Medical Exemption Request and upload detailed doctor documentation
      (2) maintain original for system records
   D) Inactive Test Material (ITM) at the TDOE EdTools website (https://tdoe.randasolutions.com)
      (1) complete an online RI for each ITM by choosing option "E" as the reason for the RI.
      (2) Upon completion of the RI form you will be prompted to download the form for printing or to continue.
      (3) make copy for system use.

❑ 7. Ensure all used answer documents with GISs and SGL forms are packed in the **answer document return boxes with scorable return labels**. **Note**: Verify online SGL on the TDOE EdTools website (https://tdoe.randasolutions.com). **Scorable answer documents should never be returned behind any RIs.**

❑ 8. All unused pre-ID answer documents should be placed under an Unused Pre-ID Header and returned with the scorable materials.

❑ 9. Ensure all remaining used and unused test materials, and the Central Office Box materials, are **packed in the original shipping boxes** in the specified order (see Section IV, Return Procedures).

❑ 10. For your records, keep the completed security checklist and the number of boxes per school being returned. It is no longer necessary to include this checklist in your return shipment to Pearson.

❑ 11. Ship all scorable answer documents and unused pre-ID documents to Pearson **within 3 business days** after testing is completed.

❑ 12. Ship remaining non-scorable test materials to Pearson **within 5 business days** after testing is completed.

Building Testing Coordinator's Checklist

BEFORE TESTING

❑ 1. Assist the System Testing Coordinator with compiling test material orders.

❑ 2. Attend training session for Building Testing Coordinators.

❑ 3. Coordinate with the Principal to ensure that the school calendar provides an appropriate test setting free of disruptions (e.g., no field trips, assemblies, building/grounds maintenance, visitors).

❑ 4. Disseminate the testing schedule, test security plan, and other testing information to school personnel and parents/guardians.

❑ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to the System Testing Coordinator.

❑ 6. Establish a restricted, secure, centrally located storage area for test materials.

❑ 7. Count to confirm test materials received and document on the school packing list **(retain boxes and return address labels for return shipment)**.

❑ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
   A) create a check-in and check-out list
   B) require Test Administrator signature before and after each test session
   C) count test materials before and after each test session

❑ 9. Distribute the *Test Administration Manual* (TAM) to Test Administrators. The TAM is available online to print additional copies if needed at the following website: http://www.tn.gov/education/assessment/secondary.shtml

❑ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.

❑ 11. Distribute practice materials, if available. Contact your Testing Coordinator for additional information on how to maintain your practice test materials. **Do not return practice materials** to Pearson.

❑ 12. Monitor to verify the building and each test setting are appropriately prepared:
   A) common areas are free of instructional and reference materials
   B) instructional materials are concealed or removed from test settings
   C) seating is arranged to ensure students work without assistance from others

❑ 13. Ensure all test settings have appropriate test materials.

❑ 14. Distribute restricted materials immediately before a testing session, adhering to security guidelines.
   A) test materials—confirm for appropriate content area
   B) modified format tests, as needed
   C) State assessment forms, per school procedures:
      (1) Group Information Sheet (GIS)
      (2) Inactive Test Material (ITM)

DURING TESTING

❑ 1. Monitor to enforce the local test security plan and test schedule.
   A) ensure electronic communication devices are turned off
   B) conduct spot checks of test settings
   C) assist Test Administrators and Proctors with emergencies during testing
   D) ensure Test Administrators and Proctors do not read test items or passages, unless indicated in test instructions or accommodations
   E) notify System Testing Coordinator of any suspected testing security concerns

❑ 2. Work with school administration to minimize test disruptions (e.g., announcements, bells, lunch schedule).

❑ 3. Ensure secure storage of test materials before, between, and after each test session.

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Building Testing Coordinator's Checklist cont.

❏   1.   As you collect the test materials, make sure the correct Version is marked on the answer document.

❏   2.   Count all test materials after each test session.

❏   3.   Use the security checklist to confirm that all materials have been received.

❏   4.   Verify scratch paper does not contain any inappropriate information and destroy. If inappropriate information is found, complete an RI or potential Breach of Testing Security Report on the TDOE EdTools website, https://tdoe.randasolutions.com, as needed.

❏   5.   Take the rosters of absent students to the appropriate personnel to schedule make-up tests.

❏   6.   Complete an online Medical Exemption Request on the TDOE EdTools website, https://tdoe.randasolutions.com, for qualified students, and complete an answer document bubbled "Absent" for each student for whom an exemption is being requested.

❏   7.   Ensure answer documents are appropriately completed in a secure setting for all absent students who were unable to make up the test (see Section II, Make-up Testing).

❏   8.   Insert used make-up materials into stacks per instructions (see Section II, Make-up Testing).

❏   9.   Ensure proper completion and placement of each GIS (see Section IV, Group Information Sheet [GIS]).

❏ 10.   Verify students' answer documents included under the GIS have been placed with the appropriate teacher.

❏ 11.   Sort, check, and count test materials at conclusion of all testing, including make-up tests.
     A)   verify that answer documents have been removed from test booklets
     B)   do not write comments on answer documents
     C)   answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side

❏ 12.   All used answer documents must be accompanied by a GIS. Duplicates and those documents filled out in error must go under a completed ITM with the appropriate box checked. There should be NO loose used answer documents in the returned materials.
     A)   all used answer documents:
         (1)   verify all student demographic information, including Code A and Code B data
         (2)   place answer documents under the appropriate GIS
     B)   used modified format tests (see Section III, Test Accommodations):
         (1)   ensure proper transcription of Braille and Large Print responses, if applicable
         (2)   place Braille and Large Print transcribed answer document(s) under the appropriate GIS
     C)   ensure answer documents are stacked with demographic grids face up and cut corners aligned at upper left side under the appropriate GIS
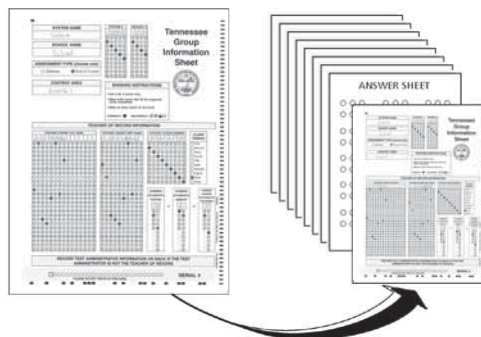
Building Testing Coordinator's Checklist cont.

❏ 13. Review ITMs:
   - A) ensure materials are those documented on the forms
   - B) verify use of form corresponds to allowed reasons only
   - C) ensure each duplicate answer document under an ITM has a corresponding document under the appropriate GIS
   - D) scorable answer documents should **never** be returned behind any ITMs

❏ 14. Review other used and unused materials:
   - A) used test booklets
   - B) unused test materials
     - (1) test booklets, including those marked with student names and/or random markings
     - (2) unused answer documents, including continuous feed forms
   - C) ancillary materials
     - (1) *Test Administration Manual* copies
   - D) materials with manufacturing defects (e.g., missing pages, illegible printing, miscollated pages, faulty binding). Paper band all defective materials and notify the Office of Assessment Logistics.
     - (1) test booklets
     - (2) *Test Administration Manual* copies
     - (3) answer documents

❏ 15. Complete the School/Group List (SGL) online by content area. Enter SGL information on the TDOE EdTools website at https://tdoe.randasolutions.com. SGL and GIS should match exactly.

❏ 16. Compile all used and unused test materials in the specified order, **pack them in the original shipping boxes**, and return them to the System Testing Coordinator (see Section IV, Return Procedures). Include a list of all students coded Absent.

❏ 17. Make a list of each box's contents (e.g., grade/teacher information) to retain for school records.

> **Examine all test booklets to ensure that no used or unused answer documents have been left inside. Make sure all answer documents are returned accordingly under a GIS or Unused Header form.**

System Packing List, Sample

SYSTEM PACKING LIST ±SAMPLE

TENNESSEE END

OF COURSE

Spring
2014

System Packing List

PEARSON

Test Administration

Deliver To:	000010000	Ship To:	000010000
	SAMPLE COUNTY		SAMPLE COUNTY
	123 MAIN ST		123 MAIN ST
	CENTER TOWN, TN 12345		CENTER TOWN, TN 12345
	SYSTEM TESTING COORDINATOR		SYSTEM TESTING COORDINATOR
	Phone: (615) 555-xxxx		Phone: (615) 555-xxxx

PLEASE REVIEW THE SYSTEM PACKING LIST TO VERIFY THE RECEIPT OF MATERIALS LISTED.

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
TN0000xxxx	SYSTEM COORDINATOR KIT, FALL 2013	Package	1	0	1
TN0000xxxx	AD, EOC ALG I, SP14, PKG 5	1 Pack of 5	5	0	1
TN0000xxxx	AD, EOC ALG I, SP14, PKG 5	2 Packs of 10	20	0	1
TN0000xxxx	AD, EOC ALG I, SP14, PKG 5	1 Pack of 5	5	0	1
TN0000xxxx	AD, EOC ALG I, SP14, PKG 5	1 Pack of 10	10	0	1
TN0000xxxx	AD, EOC ALG I, SP14, PKG 5	1 Pack of 5	5	0	1
TN0000xxxx	AD, EOC ALG I, SP14, PKG 5	1 Pack of 10	10	0	1
TN0000xxxx	AD, EOC ALG I, SP14, PKG 5	1 Pack of 5	5	0	1
TN0000xxxx	AD, EOC ALG I, SP14, PKG 5	2 Packs of 10	20	0	1
TN0000xxxx	TB, EOC, ALG I, SP14, PKG 5 SECURE	1 Pack of 5	5	0	1
TN0000xxxx	TB, EOC, ALG I, ELSA SP14, PKG 5 SECURE	1 Pack of 5	2	0	1
TN0000xxxx	TB, EOC, ALG II, SP14, PKG 5 SECURE	2 Packs of 5	10	0	1
TN0000xxxx	TB, EOC, BIO I, SP14, PKG 5 SECURE	1 Pack of 5	5	0	1

**SCHOOL PACKING LIST ---
- SAMPLE**

TENNESSEE END

OF COURSE

**Spring
2014**

PEARSON

School Packing List

Deliver To: 000010002
SAMPLE HIGH SCHOOL

Ship To: 000010000
SAMPLE COUNTY
123 MAIN ST
CENTER TOWN, TN   12345 SYSTEM
TESTING COORDINATOR Phone:
(615) 555-xxxx

PLEASE REVIEW THE SYSTEM PACKING LIST TO VERIFY THE RECEIPT OF MATERIALS LISTED.

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
TN0000xxxx	SCHOOL COORDINATOR KIT, SP 2014	Package	1	0	6
TN0000xxxx	AD, EOC ALG I, SP14, PRE-ID SECURE	1 Pack of 50	1	0	6
TN0000xxxx	AD, EOC ALG I, SP14, PKG 10	1 Pack of 30	30	0	6
TN0000xxxx	AD, EOC ALG I, SP14, PRE-ID SECURE	1 Pack of 10	10	0	6
TN0000xxxx	AD, EOC ALG I, SP14, PKG 5	1 Pack of 5	5	0	6
TN0000xxxx	AD, EOC ALG I, SP14, PRE-ID SECURE	1 Pack of 50	50	0	6
TN0000xxxx	AD, EOC ALG I, SP14, PKG 10	1 Pack of 10	10	0	6
TN0000xxxx	TB, EOC ALG I, SP14, PKG 5 SECURE	1 Pack of 5	5	0	7
TN0000xxxx	TB, EOC ALG I, SP14, PKG 20 SECURE	1 Pack of 20	20	0	7
TN0000xxxx	READALOUD, EOC ALG I, SP14, V01, PKG 5, SECURE	1 Pack of 5	5	0	7
TN0000xxxx	TB, EOC, ALG I, ELSA SP14, PKG 5 SECURE	1 Pack of 5	5	0	7
TN0000xxxx	TB, EOC, ALG II, SP14, PKG 5 SECURE	3 Pack of 5	15	0	7
TN0000xxxx	TB, EOC, ENG I, SP14, PKG 5 SECURE	2 Pack of 5	10	0	7
TN0000xxxx	TB, EOC, ENG I, SP14, PKG 20 SECURE	2 Packs of 20	40	0	7
TN0000xxxx	READALOUD, EOC, ENG I, SP14, V14, PKG 5 SECURE	1 Pack of 5	5	0	7

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Test Administration

Security Checklists

System Security Checklist

Materials returned by systems will undergo security check-in processes to verify that all test books distributed to schools/systems have been returned by those schools/systems. Should Pearson determine any discrepancies between the materials returned and the materials initially distributed, Pearson representatives will contact the System Testing Coordinators to report and resolve discrepancies. These security forms are provided to assist in the process. If you already have a local copy/form that you currently use, go ahead and continue to do so.

As part of this process, each central office and school will receive a security checklist included in the shipment of test books. The security checklist will assist you in tracking where and by whom the secured test books are being distributed for administering the EOC test.

The system security checklist is packed in the first Central Office Box and lists those test books that have been packaged and shipped in the Central Office Box as part of overage. As test books are taken from the overage and distributed to the schools, it should be noted as to where those materials were distributed and who is now responsible for returning those materials.

System Security Checklist, Sample

Tennessee

End of Course

**Spring
2014**

System Security Checklist

PEARSON

Deliver To:	000010000	Ship To:	000010000
	SAMPLE COUNTY		SAMPLE COUNTY
	123 MAIN ST		123 MAIN ST
	CENTERTOWN, TN 12345		CENTERTOWN, TN 12345
	SYSTEM TESTING COORDINATOR		SYSTEM TESTING COORDINATOR
	Phone: (615) 555-xxxx		Phone: (615) 555-xxxx
	Fax: (615) 555-xxxx		Fax: (615) 555-xxxx

The following list contains the security numbers of all your secure test materials. Please complete this form and keep for your records so you can refer to it if an investigation of missing materials takes place.

Overage TB, ENG I, PKG-5

Security Number(s)	Issued School/Test Coordinator	Date Issued	Date Returned	Reason Not Returned
00564XXXX				
00564XXXX				
00564XXXX				
00564XXXX				
00564XXXX				

For Internal Use Only				01-MAR-14 10:17
Pick Batch: 595942	Delivery: 6947796	Order/Line: 1409113/1	Sequence: 00004	Page 1 of 5

School Security Checklist

The school security checklist is packed in the first school box. The school security checklist should be used each day at the start and end of testing to ensure tracking of test books and who has checked out those test materials. Completing the field indicating the student assigned to each test book is optional but could assist you with any investigation after testing.

Each day at the start of testing, the test books should be removed from the secured area and signed out to start testing. At the end of the testing period each day, the test books should be returned to the same area.

School Security Checklist, Sample

Tennessee

End of Course

**Spring
2014**

PEARSON

School Security Checklist

Deliver To: 000010005
            SAMPLE COUNTY HIGH SCHOOL

Ship To: 000010000
          SAMPLE COUNTY
          123 MAIN ST
          CENTERTOWN, TN 12345
          SYSTEM TESTING COORDINATOR

          Phone: (615) 555-XXXX
          Fax: (615) 555-XXXXX

The following list contains the security numbers of all your secure test materials. Please complete this form and retain for your records so you can refer to it if an investigation of missing materials takes place.

TB, ALG I, EOC, PKG-5

Security Number(s)	Test Administrator	Student Name (optional)	Received	Returned	Reason Not Returned
00564XXXX					
00564XXXX					
00564XXXX					
00564XXXX					

For Internal Use Only				01-MAR-14 10:17
Pick Batch: 595942	Delivery: 6947796	Order/Line: 1409113/1	Sequence: 00004	Page 1 of 3

Copies of both the system and school security checklists should be made and retained prior to packaging and returning your test books to Pearson for processing. In the event that you have test books that are still in their shrink-wrap packages, you do not need to open the packages prior to returning them. Return all unused test books with packages unopened.

Pearson will conduct a security resolution process to determine that all test books have been returned. In the event of missing test books, the Pearson program team will contact the System Testing Coordinator to determine resolution.

A final report of security resolution will be provided to the Tennessee Department of Education at the end of processing, and their staff will conduct any necessary further action.

CENTRAL OFFICE DISTRIBUTION LOG

School # I Name: _____ **Test:** _____

Instructions: This distribution log is to be duplicated as needed. Using one page per school, record all test materials (test books, answer sheets, manuals) that are sent to each school from the central office extra box. It is extremely important that the record for each school is kept completely and accurately and that each school's record is returned in Box #1 of the Central Office Extra Material box/boxes.

SUBJECT	# BOOKLETS	# MANUALS	# ANSWER DOCS	BY
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____

Test Administrator's Checklist

BEFORE TESTING

❑ 1. Attend Test Administrator training session.

❑ 2. Incorporate the school test schedule into class planning.

❑ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.

❑ 4. Explain the purpose of the test to the students.

❑ 5. Review the *Test Administration Manual*.

❑ 6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding.

❑ 7. Identify students needing Allowable Accommodations, Special Accommodations, English Learner (EL) Accommodations, EL Excluded, and/or modified format tests (see Section III, Test Accommodations).

❑ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care that will allow them to participate uninterrupted throughout the testing session.

❑ 9. Familiarize students with appropriate methods for marking responses on this type of test.

❑ 10. Execute practice activities, if available (e.g., distribute and administer practice activities to students). **Do not return practice materials** to Pearson.

❑ 11. Prepare the test setting.
   A) conceal or remove all instructional or reference materials, including maps, posters, student samples, bulletin board items, and study aids (e.g., graphic organizers, models, or number lines that relate to subject content)
   B) arrange the test setting to ensure students work without any assistance from others

❑ 12. Ensure appropriate testing materials are available for each test session.
   A) No. 2 pencils with erasers
   B) watch or clock
   C) test documents—confirm appropriate content area
   D) answer documents—confirm appropriate content area
   E) materials required for student accommodations or modified format tests
   F) *Test Administration Manual*
   G) State assessment forms:
      (1) Group Information Sheet (GIS)
   H) blank scratch paper ONLY for Algebra I and Algebra II—graph paper CANNOT be used (unless specified in an IEP)
   I) appropriate calculators (as permitted)

❑ 13. **Do not read test items or passages** before, during, or after testing, unless indicated in test instructions or accommodations (State Test Security Guidelines).

❑ 14. If reading is required due to instructions or accommodations, do not discuss test contents with anyone.

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Test Administrator's Checklist cont.

DURING TESTING

☐   1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.

☐   2. Turn off all electronic communication devices (e.g., cell phones, pagers, PDAs).

☐   3. Provide a clean testing space for each student and remove all extraneous items (e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks).

☐   4. Confirm each student has appropriate materials for each test session.
      A) No. 2 pencils
      B) blank scratch paper (if permitted)
      C) other allowable materials

☐   5. Implement a smooth method for distributing and collecting test materials.
      A) ensure only authorized adults handle materials
      B) count to confirm quantities of assessment materials received, distributed, collected, and returned
      C) verify test documents are appropriate content area for students being assessed
      D) review plan for distribution and collection of test materials with students
      E) instruct students to sign any scratch paper

☐   6. Ensure students' names are written on the test booklets.
      A) instruct students to mark the test version found on the front of the test booklet in the appropriate area on the student demographic section of the answer document
      B) confirm the version marked on each student answer document corresponds to the version on the test booklet

☐   7. Instruct students on appropriate methods for marking responses.
      A) fill the circle completely with a solid, dark mark
      B) make no stray marks
      C) erase changes completely
      D) discourage students from marking responses randomly
      E) avoid marking more than one response per item as this will negatively affect the student's score

☐   8. Ensure that students receive the correct pre-ID answer document.
      A) instruct each student to verify that his or her answer document has his or her name on it
      B) explain to students that they are not to bubble any demographic information in the pre-ID fields

☐   9. Complete student demographic information for students who did not receive a pre-coded answer document (see Section II, Student Accountability Demographic Information).

☐ 10. Ensure students understand directions for taking the test (see Section II, Test Directions).
      A) encourage students to attempt all items
      B) assist students with mechanical acts, such as finding the correct place to begin the test
      C) make sure students respond to the test items without help from anyone
      D) do not provide assistance that could indicate an answer

☐ 11. Administer the test, adhering to test directions.

☐ 12. Use the roster of students to denote absentees from testing.

☐ 13. Remain with the students and be observant and nondisruptive throughout the test session.

☐ 14. Manage test disruptions to ensure the validity of test results.
      A) students who **must** temporarily leave during the test session **must not** have access to reference materials
      B) document beginning and end of any disruption or temporary absence and ensure adequate testing time for affected student(s)
      C) document incidents on RI, as appropriate

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Test Administration

Test Administrator's Checklist

Test Administrator's Checklist cont.

❑ 1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.

❑ 2. Verify each student is the person named on the answer document.

❑ 3. Collect all answer documents after every test session.
   A) count to confirm all answer documents are collected
   B) **INCLUDE FOR SCANNING THE ANSWER DOCUMENT FOR ANY STUDENT REQUIRED TO TEST WHO REFUSES TO TEST; DO NOT CODE REFUSALS AS ABSENT.**
   Complete an online RI, following instructions (see Section IV, Post-Test Procedures)
   C) ensure student demographics are filled out completely
   D) erase the "ABSENT" bubble if a student makes up a test
   E) remove any tape, sticky notes, staples, paper clips, etc.
   F) notify Building Testing Coordinator of any duplicate, significantly damaged, contaminated, or bio-hazard (e.g., vomit, blood) documents for review

❑ 4. Collect all test materials after every test session.
   A) examine test booklets to ensure no used answer documents have been left in error
   B) count to confirm all materials have been collected
   C) remove any tape, sticky notes, staples, paper clips, etc.
   D) ensure all scratch paper has been signed and collected
   E) examine scratch paper for any inappropriate information and complete an RI if needed
   F) identify test booklets to be included under ITM (see Section IV, Inactive Test Material [ITM])
   G) place ITM materials together

❑ 5. Transcribe any responses from Braille or Large Print answer documents to regular answer documents in a secure setting per instructions (see Section III, TCAP Allowable Accommodations).

❑ 6. Compile a list of absent students, noting tests missed, and give to the Building Testing Coordinator at the completion of the test administration.

❑ 7. Complete the GIS according to instructions, per school procedures (see Section IV, Group Information Sheet [GIS]).

❑ 8. Complete and handle all appropriate State assessment forms according to school procedures (see Section IV, Post-Test Procedures).
   Note: Do **not** write comments on answer documents.
   A) RI completed online (enter RIs or indicate NO RIs)
   B) Potential Breach of Testing Security Report completed online as needed
   C) Medical Exemption Request completed online as needed
   D) ITM form completed online as needed

❑ 9. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
   A) scratch paper
   B) list of absentees
   C) completed GIS, per school instructions
   D) used answer documents (answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side)
   E) modified format tests and transcribed answer documents
   F) ITM form and related materials
   G) other used and unused test materials
      (1) used test booklets, including those marked with student names and/or stray marks
      (2) unused answer documents and test booklets
   H) ancillary materials
   I) materials with manufacturing defects (notify the Building Testing Coordinator)

   Note: EVERY USED ANSWER DOCUMENT MUST BE RETURNED WITH MATERIALS FOR SCANNING. Place those to be scanned with the appropriate GIS for processing. Unused pre-ID documents must be returned under the Unused Pre-ID Header.

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Answer Document, Sample

Note: Answer documents are content specific and must match the test book color.

End of Course Assessment

English II

FORM N

TENNESSEE
COMPREHENSIVE
ASSESSMENT
PROGRAM

SCHOOL NAME

SYSTEM NAME

TEACHER NAME

Test Administration

1 LAST NAME FIRST NAME MI

2 ETHNIC ORIGIN
Must Choose Only One:
- Hispanic or Latino
- Non-Hispanic or Non-Latino

7 RACE
Must choose a minimum of one, or as many as apply:
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

8 TESTING STATUS
- First Time Taker
- Repeat Taker

9 DIPLOMA REQUIREMENT
- Yes

10 INSTRUCTIONAL AVAILABILITY
To be completed by school personnel ONLY

Traditional
- 150 days or more
- 75-149 days
- 74 days or fewer

Modified
- 75 days or more
- 38-74 days
- 37 days or fewer

11 CODE A B
- Code A
- Code B

3 BIRTH DATE
Month   Day   Year
Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

12 GENDER
- Female
- Male

13 MEMBERSHIP
- 1
- 2
- 3
- 4

14 ABSENTEE STATUS
- Absent

4 UNIQUE STUDENT ID   OPTIONAL CODES

GRADE
- Pre 7
- 7
- 8
- 9 **15**
- 10
- 11
- 12
- Post 12

5 TEST VERSION

6

16 OTHER PROGRAMS
- 504 Service Plan
(Do not bubble Sp. Ed. hours)
- Gifted **17**
- Functionally Delayed **18**
- Migrant **19**
- Home School **20**
- Homebound **21**
- Career Technical Education **22**

ESL SERVICES
Choose Only One:
- EL Excluded **23**
- EL
- EL Accommodations **24**
- T1
- T2
- S

25 STATE USE ONLY
- A1 B1 C1
- A2 B2 C2
- A3 B3 C3
- A4 B4 C4

26 MODIFIED FORMAT TEST
- Braille
- Large Print
- ELSA

27 TITLE I
- Title I SWP (Schoolwide Programs)
- Title I TAS (Targeted Assisted Schools)

SPECIAL EDUCATION
- Special Education Services (less than 4 hours per week)
- Special Education Services (4 through 22 hours per week)
- Special Education Services (23 or more hours per week)

28 SPECIAL ACCOMMODATIONS
- B C D E
- F   I

Student Accountability Demographic Information

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final print reports. Fill in <u>only one</u> circle in each column.

In order to assist test delivery and increase the accuracy of reported data, the Department of Education has implemented a process to collect student information and pre-code the answer documents. Pre-ID is available to public schools only.

You must make sure that each student receives the correct pre-ID answer document. Failure to do so may result in students receiving incorrect scores and reports.

Student demographic data will be bubbled for pre-ID answer documents. Do not make changes to the data on the answer document.

Pre-ID answer documents will also have a pre-ID barcode label printed in the bottom right corner. Barcodes are used for scanning purposes only.
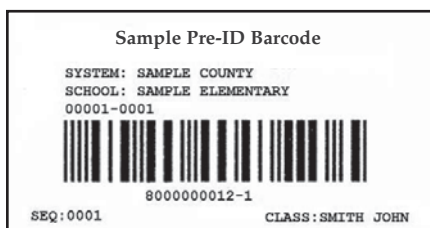
For pre-ID answer documents, bubble any data fields that have not been pre-bubbled (Test Version, Code A or B, Absentee Status, Other Programs, Title 1, ESL Services, Special Education, Modified Format test, Special Accommodations).

If a student does not have a pre-ID answer document, a blank answer document must be used will all necessary demographic information bubbled.

Follow the coding instructions for all answer documents.

❑ Ensure student demographic information is properly marked.

- ◯ use No. 2 pencil to make dark, solid marks that fill the circle completely
- ◯ make no stray marks
- ◯ marking more than one circle in each column will invalidate the coding
- ◯ erase changes completely

CODING INSTRUCTIONS

❑ **Complete each section as indicated below.**

1. **NAME:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. <u>Fill in the corresponding circle below each letter.</u>

2. **ETHNIC ORIGIN:** Fill in the circle that <u>best represents</u> the student's ethnic origin. Select only one bubble in this field.

3. **BIRTH DATE:** Print date of birth information at the top of each column, then fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).

4. **UNIQUE STUDENT IDENTIFICATION NUMBER (USID):** The student's Unique Identification Number, generated by EIS (State ID), must be printed in the boxes and the corresponding circles must be filled in below each number. If the number has fewer than nine digits, please pre-fill the empty bubbles using leading zeros. Do not code with **"999-99-9999."** If a USID is not available, an Alternative ID number may be used. **Social Security numbers may not be used.**

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Student Accountability Demographic Information cont.

Alternative Identification Numbers for Public School Students

Use the following format to create an Alternative ID number:
9 + *3-digit system #* + *00001 to 99999* (Ex.: 9 _ _ _ 00001)

Alternative Identification Numbers for Home School Students

Use the following format to create an Alternative ID number for a Home School student:
3-digit system # + *981* + *001 to 999* (Ex.: _ _ _ 981001)

Alternative Identification Numbers for Non-Public School Students

Non-public schools may no longer record Social Security numbers (SSNs) in the *Unique Student ID* (USID) field of an answer document. Because non-public students do not have EIS-generated USIDs, an Alternative Identification Number <u>must</u> be used. Use the following format to create an Alternative ID number:
9 + *5-digit RANDA processing #* + *001 to 999* (Ex.: 9 _ _ _ _ _ 001)

5. TEST VERSION: Fill in the appropriate version on the answer document.

6. TEACHER, SYSTEM, AND SCHOOL: Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. The teacher's name **must be written EXACTLY** as it appears on the GIS. If the student is a repeater, use the name of a certified licensed teacher or administrator.

7. RACE: Regardless of your choice in the *Ethnic Origin* field, select the racial category or categories that best represent the student. Select all bubbles that apply to the student.

8. **REQUIRED**—TESTING STATUS: Fill in the appropriate circle(s) for the student's testing status.

   ❍ First Time Taker—Enrolled in course first time
   ❍ Repeat Taker—Re-enrolled or repeating a course

9. DIPLOMA REQUIREMENT: Fill in "Yes" if this assessment will be used to satisfy the student's Gateway diploma requirement.

10. **REQUIRED**—INSTRUCTIONAL AVAILABILITY: Fill in only <u>one</u> of the corresponding circles based upon the student's anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken.

    For Traditional Schedules, select from among the following:
    ❍ 150 days or more
    ❍ 75–149 days
    ❍ 74 days or fewer

    For Modified Schedules, select from among the following:
    ❍ 75 days or more
    ❍ 38–74 days
    ❍ 37 days or fewer

11. CODE A/B: **(All schools must complete this information.)** Fill in the corresponding circle for **each** child in **every** school.

    ❍ Code A: ELIGIBLE for free or reduced price lunch
    ❍ Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories, including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

Student Accountability Demographic Information cont.

12. **GENDER:** Fill in the appropriate circle.

13. **REQUIRED—MEMBERSHIP:** Fill in the circle corresponding to the student's enrollment. These data are issued for Federal Reporting.

    (1) The student has been continuously enrolled in this school at some point in the 1st reporting period.
    (2) The student has **NOT** been continuously enrolled in this school but **HAS BEEN** enrolled in this school district at some point in the 1st reporting period.
    (3) The student has **NOT** been continuously enrolled in this school district but **HAS BEEN** enrolled in this school district <u>at some point in</u> the 1st reporting period.
    (4) The student has **NOT** been continuously enrolled in a Tennessee public school district <u>at some point in</u> the 1st reporting period.
    Note: Home School and Private School students should be coded in this area.

14. **ABSENTEE STATUS:** Fill in the corresponding circle if the student is absent. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.

    ❍ "Absent" should be marked only for students who are currently enrolled in the course but are not present to take the test on the initial administration day or make-up day(s). It should NOT be marked for students who are present but refuse to test or who leave during the test administration without completing the test. If the student makes up the test, erase this bubble completely.
    ❍ "Absent" should be marked for any student for whom a Medical Exemption is being requested.

    Verify student demographic information is correctly coded on the answer document to ensure accurate reporting for Accountability.

15. **GRADE:** Fill in the circle corresponding to the student's grade level. **Note:** Pre-7 students are students in grades prior to 7th grade. Post-12 students are students not in a traditional school setting.

16. **504 SERVICE PLAN:** Fill in the corresponding circle if the student has a 504 Service Plan.

17. **GIFTED:** Fill in the corresponding circle if the student qualifies as gifted. Gifted is not an IDEA-recognized category. (Do not bubble special education hours.)

18. **FUNCTIONALLY DELAYED:** Fill in the corresponding circle if the student is identified as Functionally Delayed. Functionally Delayed is not an IDEA-recognized category. (Do not bubble special education hours.)

19. **MIGRANT:** Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.

20. **HOME SCHOOL:** Certain categories of Home School students at given grade levels must be assessed (See Testing Home School Students, page 28.)

21. **HOMEBOUND:** A Homebound student is unable to attend school due to medical or emotional needs and is provided instructional services at home, a hospital, or a related site. Students with temporary medical conditions should be kept enrolled and treated as Homebound students.

22. **CAREER TECHNICAL EDUCATION (CTE CONCENTRATOR):** Any CTE student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services). A Concentrator is marked as such by the teacher.

23. **EL EXCLUDED:** Fill in this circle for students who are enrolled in **English II** and taking the assessment. All the content area scores for these students are excluded from calculations for accountability based on EL Exclusion guidelines (See Section III, Test Accommodations).

    EL (ENGLISH LEARNER): Fill in the corresponding circle if the student qualifies as an EL (see Section III, English Learner [EL] Accommodations and Exclusions). **note**: Not all EL students are EL Excluded. See Section III, Test Accommodations, for guidelines.

    T1/T2: Fill in the corresponding circle if the student qualifies as a Transitional EL student. Transitional EL students are non-English language background students who were classified as EL

Student Accountability Demographic Information cont.

based on the ELDA (English Language Development Assessment) and have scored fluent English proficient or above on all subtests on the ELDA. Students are classified as Transitional 1 (T1) the first year after scoring proficient and as Transitional 2 (T2) for the second year. T1 and T2 students are now eligible for EL accommodations and are now eligible to take ELSA Algebra I and ELSA English II. Only eligible EL students <u>enrolled</u> in Algebra I or English II may be administered the corresponding ELSA Algebra I or ELSA English II EOC assessment.

24. **EL ACCOMMODATIONS:** (according to State criteria) Fill in the circle corresponding to the accommodation used (see Section III, English Learner [EL] Accommodations and Exclusions).

    ❍ R   bilingual dictionary
    ❍ S   read aloud internal **test instructions verbatim**
    ❍ T   read aloud internal **test items verbatim**

25. **STATE USE ONLY:** Not currently used.

26. **MODIFIED FORMAT TEST:** Fill in the circle corresponding to the modified format used (see Section III, 2013-2014 TCAP Special Accommodations).
    Note: Incorrectly or inappropriately completing these circles may affect the student's score.

    ❍ Braille
    ❍ Large Print

    TITLE I: (Only schools receiving Title I funds complete this information.)

    ❍ SWP—Schoolwide Program: Fill in the corresponding circle for **each** student in the Title I schoolwide project school.
    ❍ TAS—Targeted Assisted School: Fill in the corresponding circle for **each** student in the Title I targeted assisted school.

27. **SPECIAL EDUCATION:** Fill in the circle corresponding with the appropriate number of hours for each student receiving special education services.

    ❍ Special Education Services (less than 4 hours per week)
    ❍ Special Education Services (4–22 hours per week)
    ❍ Special Education Services (23 or more hours per week)

28. **SPECIAL ACCOMMODATIONS:** (according to State criteria) Fill in the circle corresponding to the accommodation used (see Section III, 2013-2014 TCAP Special Accommodations).

    ❍ B   Read Aloud Internal Test Instructions/Items
    ❍ C   Prompting Upon Request
    ❍ D   Interpreter Signs/Cues Test
    ❍ E   Manipulatives
    ❍ F   Assistive Technology
    ❍ G   Calculator
    ❍ I   Unique Accommodation

29. **BUILDING AND SYSTEM TESTING COORDINATORS:** verify that all student accountability demographic data has been reviewed and is accurate and complete. This data will be used to fulfill reporting requirements for NCLB, TVAAS, and the State Report Card. Log into EdTools and review SDDV discrepancies.

    Building Testing Coordinator Responsibilities

    ❍ Verify all student accountability demographic data has been reviewed and is accurate and complete.

    System Testing Coordinator Responsibilities

    ❍ Verify with the Building Testing Coordinators that all student accountability demographic data has been reviewed and is accurate and complete.

30. **If there are RI issues involving nullifications or voids, a review of the described circumstances must be completed before the Quick Score Report will be sent.**

Testing Residential Facility, Home School, Homebound and Alternative School Students

Testing Residential Facility Students

- Remanding public school: the student's record will be in EIS. During SDDV, schools will mark the EIS record as "Residential Facility." The student will not be included in reporting for the school or system.
- Residential facility: test the student and submit for scoring and reporting.

Note: if the residential facility does not submit an answer document, the student will be reported as "absent" from the remanding school.

Testing Home School Students

Certain categories of Home School students at given grade levels must be assessed.

Independent

Independent Home Schools are conducted by a parent-teacher who has registered with the local school system.

> T.C.A. 49-6-3050(b)(5)(A)
>
> Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to home school students of the same state board-approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by § 49-6-6001;
>
> (B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the home school student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee shall be administered without charge. The parent-teacher may be present when the home school student is tested in grade five (5). Both parent-teacher and home school student shall be under the supervision of the Test Administrator.

Church-Related

Church-related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by § 49-50-801. Students registered with a church-related school in grades Kindergarten through eight (K–8) will take the standardized test, if it is administered, at the church-related school. Tests will be given to Home School students at the time that the church-related school tests their regular day school students.

> T.C.A. 49-6-3050(a)(2)(C)(ii)
>
> Any parent conducting a home school for children in grades nine through twelve (9–12) under this subdivision (a)(2) must adhere to the same program of the Sanders Model of value-added assessment, or other standardized achievement testing in use in the LEA which the child would otherwise attend. If the child fails, for two (2) consecutive years, to meet or surpass the average level of achievement in the Sanders Model of value-added assessment or other standardized achievement testing in use in the LEA, the child shall be enrolled in the appropriate grade level of the LEA or private or church-related school.

Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the

test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

Parents of Home School students must provide transportation to and from the test site.

Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be Home School.

2. Complete a **separate Group Information Sheet (GIS)** for each student tested. Pre-coded Home School GISs will be included with your system materials. If additional headers are needed, please refer to the pre-coded document as a guide.

    CODING INSTRUCTIONS

    A) Write **HOME SCHOOL** in the box for System Name.
    B) Code 00981 for the Home School system number.
    C) Code **YOUR SYSTEM NUMBER**, omitting the first zero (e.g., 0470 for Knox County) for the **SCHOOL NUMBER**.
    D) Fill in **YOUR SYSTEM NAME** for the School Name.
    E) Bubble the assessment type, Gateway or End of Course.
    F) Write the name of the test in the box labeled "Content Area" (e.g., Algebra I or U.S. History).
    G) Fill in **TEACHER'S LAST NAME** spaces with HOME and the **TEACHER'S FIRST NAME** spaces with student's last name.
    H) Fill in **LICENSE NUMBER** spaces with the student's **UNIQUE STUDENT IDENTIFICATION NUMBER**.
    I) Bubble **CLASS PERIOD** "Other."
    J) Bubble **NUMBER STUDENTS TESTED**.
    K) Bubble **NUMBER STUDENTS ABSENT**.
    L) Bubble **NUMBER ANSWER DOCUMENTS RETURNED**.

3. List all Home School students on a single School/Group List (SGL) per content area. Make sure the TEACHER NAME is exactly the same on the SGL and the GIS. Fill in the Content Area in the space provided at the top of the SGL.

4. Organize ALL Home School GISs and answer documents by content area and return them to the System Testing Coordinator.

5. The System Testing Coordinator should place the Home School GIS and answer documents in the scorable box along with the other answer documents. These will be placed on the bottom of the stack with regards to the order of the school numbers.

Testing Homebound Students

Testing of Homebound students should be addressed in each student's educational plan. Allowable Accommodations may be used. Special Accommodations may be used if the student meets the required conditions.

• Special attention should be given to test security.
• The Homebound student must be tested during the system's designated testing dates.
• The Homebound student should be coded at his or her school of record/enrollment.
• The completed answer document should be placed under a Group Information Sheet (GIS) for his or her teacher of record/enrollment.

Testing Alternative School Students

The performance data of a student remanded to an alternative school must be sent to the school of record (remanding school). Consequently, a student enrolled in an alternative school must be coded at his or her school of record. Write the school of record in the *School Name* section of the student's answer document.

Calculator Use and Other Testing Aids

Graph paper CANNOT be used during Algebra I and Algebra II testing (unless specified in an IEP). Only blank scratch paper is permissible.

Students may use a calculator on the Algebra I, Algebra II and Chemistry EOC tests, per system policy. The student is responsible for bringing an acceptable calculator to the testing session. Sharing calculators during testing is not permitted. The Test Administrator is responsible for ensuring students do not use calculator memory to store test information. Non-factory applications and programs must be disabled or removed from the calculator before the test administration. **During state-mandated testing**, calculators **must** be used with the original factory default settings.

The following types of calculators/devices may **NOT** be used during the test:

- Some examples of prohibited calculators are:
  - ❍ Casio models: CFX-9970G, Algebra FX 2.0
  - ❍ Hewlett-Packard models: HP-40G, HP-49G
  - ❍ Texas Instruments models: TI-89, TI-92, Voyage 200, TI-NSPIRE—the Computer Algebra System (CAS) version (The non-CAS version of TI-NSPIRE is allowable.)

- pocket organizers
- electronic writing pads or input devices
- calculators that can communicate (transfer data or information) wirelessly with other student calculators/devices
- cell phones, PSPs, and/or iPods

Students may use any four-function, scientific, or graphing calculator that does not have any of the above features. The use of devices that have CAS is NOT allowed. The Test Administrator should verify that calculators used by the students do not have prohibited functions.

Reference Pages

Reference Pages are located inside the front covers of the Algebra I, Algebra II and Chemistry test booklets. Students may use these pages during the testing session. The Test Administrator should inform students these pages are available for their use.

Reference pages can be located at the following website:
http://www.state.tn.us/education/assessment/tools_resources.shtml.

Mathematics Square Root Chart

A square root chart is no longer included in the Mathematics Reference Page. The chart is now available online and may be printed for student use prior to testing. The chart is only necessary if students will not have access to a calculator with a square root key during testing.

The square root chart can be located at the following website:
http://www.state.tn.us/education/assessment/tools_resources.shtml.

Test Directions
(Algebra I, Algebra II, Chemistry, Biology I, English I, English II, English III, and U.S. History)

Make sure each student has the correct test booklet, corresponding answer document, and a No. 2 pencil. The test booklet and answer document should be the same color. Read the bold statements beside the word "Say" verbatim to the students. This is to be read after student demographics have been completed (see pages 26-29, Student Accountability Demographic Information).

Say   **Look at the front of the test booklet. Write your first and last name in the blank at the top of the cover of the test booklet. Print the school name, the name of the teacher you had for this subject, and the school system name in the blanks provided.**

Make sure the students complete this information.

Say   **At the bottom of the front cover of the test booklet is the Version number. Make sure the same number is filled in on the front of your answer document in the section labeled "TEST VERSION."**

Make sure the students complete this information.

Say   **Read the directions on the back of the answer document. Here are some important points to remember as you take the test. Read each question carefully. Fill in the circle on the answer document that matches the answer you choose for each question. Fill in the circle completely with heavy and dark marks. If you want to change an answer, completely erase the mark and fill in the circle of your new answer choice. Remember to read all the directions carefully. You should attempt every item on the test.**

NOTE: Inform students of Mathematics Reference Page(s) (Algebra I and Algebra II only).

Say   **When you come to the word *STOP*, you have finished the test. When you have finished, you may check your answers. Then sit quietly until everyone has finished.**

       Are there any questions?

Answer any questions the students have about the directions for taking the test.

Say   **On the back of the answer document, find Number 1. Be sure to begin marking your answers here. Open your test booklet to page 1. You may begin.**

All EOC tests are untimed.

When all students have completed the test,

Say   **This is the end of the test. Put down your pencil and close the booklet. Sit quietly while the test materials are collected.**

Collect all test materials.

IMPORTANT: As you collect the test materials, make sure the correct Version is marked on the answer document.

Make-up Testing

Plans should be made to allow all students to make up any tests not attempted during the regular test session. All make-ups (Algebra I and II; Chemistry; English I, II, and III; Biology I; U.S. History) should be administered within the test date window and completed by Day 5 of testing. Any make-ups done outside of Day 5 must receive prior approval from the TDOE.

BEFORE TESTING

1. Plan a school make-up testing schedule to complete make-up testing as soon as possible within the testing window.

2. Identify and contact students who need to make up a test(s).

3. Schedule students listed on the Absentee List to make up a test(s).

4. Gather materials needed to administer the test (e.g., test booklet, answer document).

DURING TESTING

1. Establish a quiet, secure place for the administration of the make-up tests.

2. Code or help students code the Student Accountability Demographic Information on the answer documents, according to instructions in this manual.

3. Administer the test, adhering to test directions.

AFTER TESTING

1. Utilize the Test Administrator's Checklist for instructions on handling testing material procedures, as applicable.

2. Coordinate with the Building Testing Coordinator for appropriate placement of the make-up test materials within other used answer documents and materials.

    A) Ensure all absent students **who were unable to take a make-up test** have a completed answer document with the "Absent" circle darkened under the appropriate Group Information Sheet (GIS) in the stacks of completed answer documents.

    B) Ensure that the "Absent" circle has been completely erased for all students **who have taken a make-up test** and that the answer document containing their responses is under the appropriate GIS.

    C) If students **who have taken a make-up test used a new answer document** and also have an answer document with the "Absent" circle darkened in the stacks of answer documents, remove the answer document that **does not contain responses** and place it under an Inactive Test Material (ITM) form with the appropriate incident type checked—be sure that no student has **two answer documents to be scanned and scored**.

Examine all test booklets to ensure that no used or unused answer documents have been left inside. Make sure all answer documents are returned accordingly under a GIS or Unused Header form.

2013–2014 TCAP Allowable Accommodations

TCAP Allowable Accommodations Chart 2013-14

Use of Allowable Accommodations is based on individual student need and may be used by any student as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	Achievement/MAAS/ELSA Grades 3-8	End-of-Course (EOC)/ELSA	Gateway	TCAP Mathematics Constructed Response	Writing
Braille or Large Print	Allowed	Allowed	Allowed	Allowed	Allowed
Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed	Allowed
Re-read/sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed	Allowed
Calculator /Mathematics Tables	Math Only Multiplication, Division, Subtraction, Addition Tables See *Test Administration Manual* for Calculator Policy	Algebra I Algebra II Chemistry Only Multiplication, Division, Subtraction, Addition, Square Root Table See *Test Administration Manual* for Calculator Policy	Gateway Mathematics Only Multiplication, Division, Subtraction, Addition, Square Root Table See *Test Administration Manual* for Calculator Policy	See CRA Test Administration Manual for calculation policy	Not Applicable – no calculations
Flexible Setting (Individual, Small Group, Designated Part of Room, Study Carrel, Other Classroom, Homebound/Out of School)	Allowed	Allowed	Allowed	Allowed	Allowed
Visual/Tactile Aids (Magnification Equipment, Templates, Masks, Pointers)	Allowed	Allowed	Allowed	Allowed	Allowed
Auditory Aids (Amplification, Noise Buffer)	Allowed	Allowed	Allowed	Allowed	Allowed
Multiple Testing Sessions (within school day)	Allowed	Allowed	Allowed	Allowed	Allowed
Flexible Scheduling (Flexible Time of Day)	Allowed	Allowed	Allowed	Allowed	Allowed
Scribe/Recording Answers				Special Accommodation Only	Special Accommodation Only
Student Answers in Test Booklet	Allowed	Allowed	Allowed	Not Applicable	Not Applicable
Student Answers on Separate Sheet of Paper	Allowed	Allowed	Allowed	Special Accommodation Only	Special Accommodation Only
Answers Recorded by Scribe	Allowed	Allowed	Allowed	Special Accommodation Only	Special Accommodation Only
Student Reads Aloud to Self	Allowed	Allowed	Allowed	Allowed	Allowed

Test Accommodations

For questions regarding Special Education Assessments, contact the Office of Assessment Logistics at tned.assessment@tn.gov.

Allowable Accommodations

(For use by *any* student—General Education, Special Education, and EL—as appropriate.)

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.**

Use of Allowable Accommodations should be based on **individual** student need. Allowable Accommodations **do not** apply to an entire general education classroom but may be appropriate for a few students within a class. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to the TCAP test administration. The teacher must discuss the accommodation with the student prior to testing. More information about Allowable Accommodations is available at the following website: http://tennessee.gov/education/assessment/accommodations.shtml.

TCAP Allowable Accommodations are specifically defined as follows:

BRAILLE TESTS: Braille versions are available for all of the End of Course (EOC) Tests.

Note: *Please refer to the errata sheet when testing ALG I and ENG III. Ensure that the student also has the errata sheet for ALG I or ENG III with the respective Braille test book.*

1. Students may mark responses directly in the test booklet.

2. Complete the student identification label on the back cover of the test booklet.

3. Special Accommodations may be used only if indicated on the student's IEP. See Section III, 2013–2014 TCAP Special Accommodations, for additional information.

4. Complete the student demographic information on the student's answer document. Ensure that the circles for Braille and any accommodations used have been filled in.

5. Carefully transcribe answers verbatim from the Braille test booklet to the corresponding student answer document.

6. Place the transcribed answer document under the appropriate GIS for the student's teacher and return with the **SCORABLE** test materials. Braille tests must have a separate GIS.

7. The Braille test booklet should be returned to Pearson with the **NON-SCORABLE** test materials.

LARGE PRINT TESTS: Large Print versions are available for all of the End of Course (EOC) Tests.

1. Students may mark responses directly in the test booklet.

2. Complete the student identification label on the back cover of the test booklet.

3. Special Accommodations may be used only if indicated on the student's IEP. See Section III, 2013–2014 TCAP Special Accommodations, for additional information.

4. Complete the student demographic information on the student's answer document. Ensure that the circles for Large Print and any accommodations used have been filled in.

5. Carefully transcribe answers verbatim from the Large Print test booklet to the corresponding student answer document.

6. Place the transcribed answer document under the appropriate GIS for the student's teacher and return with the **SCORABLE** test materials. Any transcribed Large Print answer document can be placed with regular answer documents under the same GIS.

7. The Large Print test booklet should be returned to Pearson with the **NON-SCORABLE** test materials.

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SIGNING INSTRUCTIONS: Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.

REPEATING INSTRUCTIONS: Directions normally read aloud or signed to students may be re-read/signed verbatim as needed.

CALCULATORS/MATHEMATICS TABLES: Calculators and/or mathematics tables **may** be used only on the Algebra I, Chemistry and Algebra II EOC assessments. Mathematics tables are defined as the following: Addition, Subtraction, Multiplication, Division, and a Square Root Table. For additional information concerning appropriate calculator use, see Mathematics Calculator Use policy on page 32.

FLEXIBLE SETTING: Students may take TCAP assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel, or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation. Prior arrangements <u>must be made</u> with the Building Testing Coordinator as needed.

Note: *Recommended size for small group setting is two to five (2–5) students. Small group setting should <u>NOT</u> exceed ten (10) students.*

VISUAL/TACTILE AIDS: Aids may include magnification equipment, use of templates and masks to reduce the amount of visible print on a page, and pointers.

AUDITORY AIDS: Auditory aids include amplification devices and devices that are used as noise buffers. This includes white-noise machines.

MULTIPLE TESTING SESSIONS (within same school day): An EOC assessment may be administered in smaller segments given that the assessment is completed within the same school day. All EOC assessments are untimed. <u>Breaks taken by the student during the testing period must be closely supervised.</u>

Prior arrangements <u>must be made</u> with the Building Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

FLEXIBLE SCHEDULING: An EOC assessment may be administered at a different time of day than the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. Each EOC assessment given must be completed within the same school day.

Prior arrangements <u>must be made</u> with the Building Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system's testing window.

SCRIBE/RECORDING ANSWERS: Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot use the answer document may record directly in the test booklet. If a student marks answers in the test booklet, ensure that the student's name, Unique Student ID, system name, school name, teacher name, transcribed by, and date are written on the front cover of the test booklet. The student's answers must be transcribed to the corresponding student's answer document and placed with the documents to be scored under the appropriate Group Information Sheet (GIS).

MARKING IN TEST BOOKLET: Students taking TCAP assessments may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents.

STUDENT READS ALOUD TO SELF: The student may read aloud the test being administered to him or her in an individual setting.

2013–2014 TCAP Special Accommodations

TCAP Special Accommodations Chart 2013-14

All Special Accommodations must be documented on the IEP or 504 Service Plan and used consistently in the classroom. Refer to TCAP Test Administration Manuals and TCAP Accommodations Instructions for test administration instructions. Students may use multiple accommodations.

Test Accommodation	Achievement/MAAS/ELSA Grades 3-8	End of Course (EOC)/ELSA	Gateway	TCAP Mathematics Constructed Response	Writing
A. Extended Time	Extended time limits determined by IEP team or 504 committee	Not Applicable-Untimed	Not Applicable-Untimed	Extended time limits determined by IEP team or 504 committee	Extended time limits determined by IEP team or 504 committee
B. Read Aloud Internal Test Instructions/Items	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	As indicated per IEP or 504 Plan	As indicated per IEP
C. Prompting Upon Request	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	504 Service Plan-May not be used for ELA content area IEP-May be used for all content areas, including ELA	As indicated per IEP or 504 Plan	IEP-May be used for all content areas, including ELA
D. Interpreter Signs/Cues Test	As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	As indicated on IEP with verified Hearing Impairment/Deafness	As indicated on IEP with verified Hearing Impairment/Deafness
E. Manipulatives	IEP or 504 service plan goal in mathematics where manipulatives are consistently used	IEP or 504 service plan goal in mathematics where manipulatives are consistently used	IEP or 504 service plan goal in mathematics where manipulatives are consistently used	IEP or 504 service plan goal in mathematics where manipulatives are consistently used	Not applicable
F. Assistive Technology	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan	As indicated per IEP or 504 Plan
G. Calculator	As indicated on IEP or 504 service plan for use in the content area of **Science** *Calculator use in the content area of Math is an Allowable Accommodation for all students and is not coded on Student Demographic Sheet or indicated in IEP or 504 service plan as a Special Accommodation*	See Allowable Accommodation Chart for appropriate calculator use	See Allowable Accommodation Chart for appropriate calculator use	See Test Administration Manual for appropriate calculator use	Not applicable
H. Scribe	Allowable Accommodation	Allowable Accommodation	Allowable Accommodation	As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write	As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write
I. Unique Accommodation	DOE approval required prior to use *Unique Adaptive Accommodation Request Form must be completed* IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations				

For questions regarding Special Education Assessments, contact the Office of Assessment Logistics at tned.assessment@tn.gov.

Test administration questions related to Special Accommodations should be directed to the Office of Assessment Logistics at <u>tned.assessment@tn.gov</u>.

Special Accommodations should be limited to those listed below in order to obtain valid results.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. More information about Special Accommodations is available at the following website: http://www.tennessee.gov/education/assessment/accommodations.shtml.

The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding. **If the accommodation determined by the IEP Team to be necessary for use on TCAP assessments is not an Allowable Accommodation or Special Accommodation provided by the State, but is used consistently and proficiently by the student on classroom assessments, then a** *Unique Adaptive Accommodation Request Form* **(UAARF) may be submitted to the Department of Education for review. UAARFs can be downloaded from the following website: http://www.tennessee.gov/education/assessment/accommodations.shtml.**

SPECIAL ACCOMMODATIONS
◯ **B**　　◯ **C**　　◯ **D**　　◯ **E**
◯ **F**　　　　　　　◯ **I**

TCAP Special Accommodations are specifically defined as follows:

B. Read Aloud Internal Test Instructions/Items:

As with all Special Accommodations, the need for the Read Aloud Internal Test Instructions/Items must be documented in the student's IEP or 504 Service Plan. Accommodation B may be used on all content areas, as needed, by students with IEPs. The use of Accommodation B for tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documented need.

Students using this accommodation should read as independently as possible. The IEP Team or 504 Review Committee must specify the extent to which the student is to receive this accommodation during the administration of a TCAP assessment (i.e., whether to read aloud the instructions/items for the entire test or for specific sections of the test).

C. Prompting Upon Request:

Prompting Upon Request must be documented in the student's IEP or 504 Service Plan. The use of Prompting Upon Request on tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documented need. Prompting Upon Request may be used on all tests, including those measuring reading/language arts, **as appropriate**, by students with IEP documented need.

Prompting Upon Request is a viable alternative to the Read Aloud Internal Test Instructions/Items accommodation. Use of Prompting Upon Request is appropriate when the student requires assistance to read isolated words in the test context. The student indicates need for this assistance by raising his or her hand.

There are no accommodations that allow the student to be provided with a definition or any variance from what is written in the test—verbatim. This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

Test Accommodations

D. Interpreter Signs/Cues:

This accommodation may be used only by students with a Hearing Impairment or Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to the word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut sign is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. **Shortcut signs are not to be created during the actual administration of a TCAP test.**

E. Manipulatives:

Special Accommodation E may be used on mathematics tests by students with IEPs or 504 Service Plans **where manipulatives are used consistently throughout the mathematics program**. Manipulatives include: number lines, counters, shapes, textured material (e.g., sandpaper), and representation of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP assessments must be the **same manipulatives** used throughout classroom instruction and similar assessments. If the student typically uses manipulatives in mathematics instruction, those manipulatives should be brought to the mathematics testing session.

F. Assistive Technology:

Assistive Technology may be used by students with an IEP or 504 Service Plan where there is a written goal that requires use of technology consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Any device that would "Read Aloud" any portion of TCAP Assessments must be approved prior to use. Please follow UAARF instructions for use of any device that would read the assessment.

G. Calculators:

Calculator use is not considered a Special Accommodation in the Math content area on all TCAP assessments.

I. Unique Accommodations:

Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the *Unique Adaptive Accommodation Request Form* (UAARF). All UAARFs should be received by the Department of Education no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases, additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students, UAARFs should be submitted to the Department of Education for review and approval as soon as need is indicated.

The UAARF may be found at the following website:
http://tennessee.gov/education/assessment/accommodations.shtml.

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Test Accommodations

2013–2014 English Learner (EL) Accommodations

Test Accommodation	Achievement ELSA Grades 3-8	End-of-Course (EOC)/ELSA/ Gateway	Writing Assessment/ Constructed Response	ELDA
Q. Extended Time	Time and half per subtest	Not applicable- Untimed	Up to double time	No Accommodations Allowed
R. Bilingual Dictionary	Not allowed for Reading/Language Arts	Not allowed for English I, English II, English III, and Gateway Language Arts	Not allowed	
S. Read Aloud in English Test Instructions	All subtests	All assessments	All assessments	
T. Read Aloud Internal Test Items in English	Not allowed for Reading/Language Arts	Not allowed for English I, English II, English III, and Gateway Language Arts	Not allowed for Writing	

*All EL students are eligible for Allowable Accommodations, as needed, on any state assessment. Special Accommodations are available for students with an IEP or 504 Service Plan.

*EL students who are identified as a student with a disability or 504 plan will adhere to the IEP or 504 Plan for accommodation use.

*Transitional EL students who have tested proficient on the state mandated language assessment and are in the two required years for monitoring are entitled to ELL accommodations and should be coded as T1/ T2 on the demographic student document.

*In the first calendar year (less than 365 days) an ELS student is enrolled in a U.S. school, he/she may be exempted from participation in the Reading/Language Arts content area of the TCAP Achievement or EOC Test. A recently arrived EL student **must** participate in the Mathematics, Science, and Social Studies content areas of the TCAP Achievement or EOC Test.

*Accommodations should have been used consistently throughout the year with students to prepare them for use on the assessments. For example, students who have not consistently used a bilingual dictionary, should not be given one on the day of assessment.

*Questions regarding required EL Accommodations should be directed to tned.assessment@tn.gov.

English Learner (EL) Accommodations and Exclusions

All students are expected to achieve the same high standards in Tennessee. All English Learners (EL) enrolled in an EOC course must participate in the appropriate EOC assessment. The State of Tennessee English Learners (EL) Testing Policy states the following:

> The purpose for including our student population of English Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

EL status must be determined by the State of Tennessee Screener or English Language Placement Assessment (ELPA). A composite score of less than English Proficient qualifies students as EL. School districts must document and determine accommodations each year, based on individual needs and abilities.

Questions regarding EL Accommodations should be referred to the Office of Assessment Logistics at tned.assessment@tn.gov.

EL First Year Excluded

There is no blanket exclusion of EL students. EL students **may have their scores excluded** from the calculations for Accountability for English II if they are in their **first year of enrollment** in a U.S. school.

NOTE: The "EL Excluded" bubble should be darkened on the English II EOC answer document only if an EL student meets the above requirement.

Students may not be excluded for more than one year for calculations for Accountability.

EL Students Classified as T1/T2 EL

EL students who have scored proficient on ELDA (English Language Development Assessment) are classified as Transitional 1 (T1) the first year, and as Transitional 2 (T2) the second year. T1 and T2 students are now eligible for EL accommodations and are now eligible to take ELSA Algebra I and ELSA English II. Only eligible EL students **enrolled** in Algebra I or English II may be administered the corresponding ELSA Algebra I or ELSA English II EOC assessment.

EL Accommodations

The following is a complete list of approved accommodations provided for English Learners in State assessments and may be used, as indicated, on the EOC Tests. The example of EL Accommodations bubbles (see below) may not apply for all EOC Tests. (See 2013–2014 English Learner [EL] Accommodations table.)

EL Accommodations		
R	S	T
○	○	○

R. Bilingual Dictionary

This accommodation **may not be used for EOC English I, English II, or English III**.

EL Accommodation R may be used on the following EOC Tests: U.S. History, Algebra I, Algebra II, and Biology I.

Electronic dictionaries and/or translators are prohibited for all students.

The Test Administrator must verify that the circle for "EL Accommodation R" is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the "EL" circle and the "EL Accommodation R" circle are darkened on the answer document.*

S. Read Aloud in English Test Instructions

This accommodation may be used for all EOC Tests.

Eligible students must receive this accommodation under the following conditions:

• The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
• Internal test instructions must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test**.

The Test Administrator must verify that the circle for "EL Accommodation S" is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the "EL" circle and the "EL Accommodation S" circle are darkened on the answer document.*

T. Read Aloud in English Internal Test Items

This accommodation is **not allowed for EOC English I, English II, and English III**.

Eligible students must receive this accommodation under the following conditions:

• The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation. Ensure that all students in the group setting have the same versions of the achievement test.
• Internal test items must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for "EL Accommodation T" is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the "EL" circle and the "EL Accommodation T" circle are darkened on the answer document.*

Test Accommodations

Pages 44 – 58 contain the instructions for coding the forms required for assessment processing. If you have any questions related to the completion of these forms, please email TDOE at tned.assessment@tn.gov.

Group Information Sheet (GIS)

CODING INSTRUCTIONS

The Group Information Sheet (GIS) provides data that will appear on reports. It is essential that a complete and accurate GIS be placed on top of each stack of answer documents that are to be reported together. **Incorrect, incomplete, or illegible information may result in delayed test processing and inaccurate group reports and/or final reports. GISs pre-coded with school-specific data must not be interchanged between schools or systems.**

❑ Ensure GIS information is properly marked.

 ❍ use No. 2 pencil to make dark, solid marks that fill the circle completely

 ❍ make no stray marks

 ❍ marking more than one circle in each column will invalidate the coding

 ❍ erase changes completely

 ❍ do not fill in circles beneath blank boxes

❑ Keep the following points in mind when preparing the GIS:

 ❍ note that some information may have been pre-coded

 ❍ answer documents to be scanned must be placed under a GIS (a maximum of 49 answer documents per GIS)

 ❍ unused pre-ID documents should be placed under an Unused Pre-ID Header

 ❍ blank answer documents that were not pre-ID should be returned with non-scorable materials

 ❍ answer documents to be destroyed should not be placed under a GIS

 ❍ content areas should not be combined under a GIS

 ❍ if completing a blank GIS, refer to a pre-coded GIS to ensure information is identical for processing

❑ Complete GIS information.

 1. **SYSTEM NAME:** This may be preprinted with the system name. For private schools, the system name and school name are the same.

 2. **SCHOOL NAME:** The school name may have been preprinted. If using a blank GIS, print the school name exactly as it appears on a preprinted GIS. If preprinted forms are not available, the **System Testing Coordinator** must contact the Office of Assessment Logistics for correct coding information.

 3. **ASSESSMENT TYPE:** Bubble "End of Course."

 4. **CONTENT AREA:** Using a No. 2 pencil, print the content area being tested.

 5. **SYSTEM NUMBER:** This may have been pre-coded. If using a blank GIS, fill in system number. Precede system number with zero(s), if needed, to complete the 5-digit number. Fill in the corresponding circle below each number.

 6. **SCHOOL NUMBER:** This may have been pre-coded. If using a blank GIS, fill in school number. Precede school number with zero(s), if needed, to complete the 4-digit number. Fill in the corresponding circle below each number.

7. **Teacher License Last Name:** Print teacher of record's last name as listed on their license in the boxes. Fill in the corresponding circle below each letter. **Make sure the name is EXACTLY the same on the SGL.**

8. **Teacher License First Name:** Print teacher of record's first name as listed on their license in the boxes. Fill in the corresponding circle below each letter. **Make sure the name is EXACTLY the same on the SGL.**

9. **Teacher License Number:** The teacher of record's license number must be filled in accurately. If the number has fewer than nine digits, pre-fill the empty circles using leading zeros.

10. **Class Period:** Fill in the circle for the appropriate class period.

11. **Number Students Tested:** Print in the boxes the number of students tested (this includes any student who refuses to test or leaves the testing area). Fill in the corresponding circle below each number. Single-digit numbers must be preceded by zero(s).

12. **Number Students Absent:** Print in the boxes the number of students absent who were required to test. Fill in the corresponding circle below each number. Single-digit numbers must be preceded by zero(s).

13. **Number Answer Documents Returned:** Print in the boxes the total number of students tested and students absent (e.g., Box 11 + Box 12 = Box 13). Fill in the corresponding circle below each number.

14. **Administrator License Last Name:** If there is not a teacher of record, print Test Administrator last name as listed on their license in the boxes. Fill in the corresponding circle below each letter.

15. **Administrator License First Name:** If there is not a teacher of record, print Test Administrator first name as listed on their license in the boxes. Fill in the corresponding circle below each letter.

16. **Administrator License Number:** If there is not a teacher of record, print the Test Administrator's license number in the boxes. Fill in the corresponding circle below each number.

Note: Out-of-System Students: This school/grouping no longer exists within any Public System or Private School System. All students must be registered with an approved school or their school of record for EOC test processing.

Post-Test Procedures

1 SYSTEM NAME

2 SCHOOL NAME

3 ASSESSMENT TYPE (choose one)

○ Gateway ○ End of Course

4 CONTENT AREA

5 SYSTEM #

6 SCHOOL #

SCHOOL NAME

Tennessee Group Information Sheet

RECORD TEST ADMINISTRATOR INFORMATION ON BACK IF THERE IS NO TEACHER OF RECORD

TEACHER OF RECORD INFORMATION

7 TEACHER LICENSE LAST NAME

8 TEACHER LICENSE FIRST NAME

9 TEACHER LICENSE NUMBER

10 CLASS PERIOD

○ First
○ Second
○ Third
○ Fourth
○ Fifth
○ Sixth
○ Seventh
○ Eighth
○ Ninth
○ Other

Teacher's Name (Last and First) MUST exactly match SGL and Answer Document!

Teacher's License Number MUST be filled in accurately!

11 NUMBER STUDENTS TESTED

12 NUMBER STUDENTS ABSENT

13 NUMBER ANSWER DOCUMENTS RETURNED

+ =

A Maximum of 49 Per GIS!

ISD3645

Printed in the USA by Pearson

188601-001:321

Group Information Sheet (GIS) (back of form), Sample

RECORD TEST ADMINISTRATOR INFORMATION BELOW IF THERE IS NO TEACHER OF RECORD

TEST ADMINISTRATOR INFORMATION

14 ADMINISTRATOR LICENSE LAST NAME

15 ADMINISTRATOR LICENSE FIRST NAME

16 ADMINISTRATOR LICENSE NUMBER

School/Group List (SGL)

Building/System personnel must enter School/Group List (SGL) information on the TDOE EdTools website (https://tdoe.randasolutions.com) prior to returning test materials. TDOE will not process test materials without completed online SGLs. Print the SGL forms and include a copy in the return shipment to Pearson. The SGL provides a comprehensive list of all GISs for each school. Every GIS completed for a school should have an identical entry on the SGL. Use the SGL to cross reference information from the GISs and to verify the number of answer documents to be scanned/scored. The SGL is used to double check that groups of answer documents have been received. Use one SGL per content area. **Incorrect or incomplete information may result in delayed test processing and inaccurate reports and/or accountability data.**

❏ Keep the following points in mind when preparing the SGL:

  ❍ if a teacher/administrator has more than one GIS with answer documents to be scanned/scored, the information for each set should be listed separately

  ❍ for End of Course, each content area must be listed on a separate SGL **(combining content areas on an SGL will delay processing)**

❏ To complete the online SGL information:

  ❍ Go to EdTools website at https://tdoe.randasolutions.com

  ❍ Select "Assessment Forms" from the "Processing" tab.

    1. **Select a test:** Select the test administration from the drop-down menu (e.g., 2013 Spring EOC).
    2. **Select a school:** Select the school from the drop-down menu. If you are a user who only has access to one school, this action will not be necessary.
    3. **Select a content area:** Select the content area from the drop-down menu.
    4. **Contact Information:** Enter the Building Testing Coordinator's name, email address, and telephone number including the area code.
    5. **Teacher Last Name/Teacher First Name:** Enter each teacher by the last name and the first name shown on the GIS. **The name should be spelled and typed EXACTLY as it is on the GIS**. **Note**: If a teacher has multiple GISs, enter each separately on the SGL. Make sure the name is exactly the same as on the GIS.
    6. **Class Period:** Enter the class period shown on the GIS.
    7. **Number Students Testing:** Enter the number of students tested (this includes any student who refuses to test or leaves the testing area). This number should match the number shown on the GIS.
    8. **Number Students Absent:** Enter the number of students absent who were required to test. This number should match the number shown on the GIS.
    9. **Number Answer Documents Returned:** A total should appear for each teacher entry. This number should match the corresponding GIS. The Number Answer Documents Returned represents the sum of the Number Students Testing and Number Students Absent.
    10. Upon completion of each SGL, be sure to save changes and **confirm that all the information is complete for the school/test/content area** by clicking the check box at the bottom of the page. At the top of the page, click the box beside the statement "Mark school/test as complete?"
    11. Select "Processing Admin" from the "Processing" tab and submit SGL data to the State.

School/Group List, Sample

Content Area	Status
Algebra I	Did Not Test
Algebra II	Complete
Biology I	Did Not Test
English I	Did Not Test
English II	Did Not Test
English III	Complete
US History	Did Not Test

<u>Contact Information</u>

Contact Name:

E-Mail:

Phone Number:

** This school has been submitted to the system. **

[Request Reset]

Select a content area:

[Algebra II ▾]

GENERAL INSTRUCTIONS: ⌃

1. Use one School/Group List per content area
2. Every Group Information Sheet (GIS) completed by your school should have an identical entry on the lines below.
3. TDOE uses the School/Group List to double check that we have received all your groups of answer documents.
4. The Number of Answer Documents Returned includes the total of the Number of Students Testing and Number of Students Absent.
5. Use the tab key to navigate within the rows. Tabbing off a row will start a new record.
6. Totals in the School/Group List below will not be recalculated until changes are saved.

ADDITIONAL INSTRUCTIONS: ⌃

1. **Teacher Name**: Please spell first and last names EXACTLY as bubbled on Group Information Sheet (GIS).
2. **Class Period**: As it appears on the form
3. **Students Testing**: The Number as marked on GIS **(MAX 49)**
4. **Students Absent**: The Number as marked on GIS **(MAX 49)**
5. **Answer documents returned** (Total Testing and Absent count) *NOTE: This is a Calculated Field and accepts NO Input. To see field completed, tab from Number Students Absent. Tab again to start the next row.
6. **Comment**: Use mouse to place cursor in comment box for input, press Tab to move to next row.

	Teacher Last Name (Note: Only 15 characters allowed)	Teacher First Name (Note: Only 10 characters allowed)	Class Period	Students Testing	Students Absent	Documents Returned	Comment	
▶	TEST	TEST	Other	1	0	1		Delete
*			--					Delete
				1	0	1		

☐ School **<u>did not test</u>** in this content area

☑ I confirm that all the information above is **<u>complete</u>** for the school/test/content area

[Save Changes]   [Print (Sort on Class)] [Print (Sort on Teacher)]

Report of Irregularity (RI)

The Report of Irregularity (RI) is used to report a serious irregularity during testing. **The RI should be used only for the irregularities listed on the RI form.**

Sample Circumstances	Action
Incorrect subtest taken	**Complete RI**
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	**Complete RI**
Student left with parent/guardian during test session	**Complete RI**
Student refused to take test; Test Administrator ensured completion of demographics	**Complete RI**
School was dismissed during testing due to inclement weather	**Complete RI**
Student erased holes in answer document; answers were transcribed to another answer document	**Complete RI**
Flu epidemic during testing caused large number of absences	**Process Normally** RI is not required
Student tried to look at the paper of a neighboring student whose answers were covered	**Process Normally** RI is not required
Student made random responses or drew on test	**Process Normally** RI is not required
Student upset about external events	**Process Normally** RI is not required
Student left glasses at home	**Process Normally** RI is not required
Fire Drill or Bomb Threat	System Testing Coordinator immediately notifies Office of Logistics for instructions

❏ No RI to report check "No RI for 2014 Spring End of Course" (see sample below).

❑ To complete the online RI information:

○ Go to the EdTools website at https://tdoe.randasolutions.com
   1. Select the "Reports of Irregularity (RI)" button at the top of the School Audit.
   2. Select Grade and Content Area/Subtest.
   3. Select the irregularity: A–J.
   4. System and School Name will be pre-populated.
   5. Enter Incident Date.
   6. Enter Teacher Info (Last Name, First Name).
   7. Enter Contact Info for the State (Name, Email).
   8. Enter Student Info (Last Name, First Name, Middle, Unique Student ID).
      ✔ Be sure to select the "Add Student to List" button.
      ✔ If an irregularity involves all students in a grade, type the following in the Student Info section:
      Last Name: ALL
      First Name: STUDENTS
      Unique Student ID: 000000000
   9. Document the Occurrence: Provide a detailed explanation of the irregularity. Incomplete information may result in delayed test processing.

○ For information in reporting and potential security breach see page 4.

Post-Test Procedures

Report of Irregularity (RI), Sample

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❑ Once all RIs are complete for a school, check the box "All RI's Complete for 2014 Spring End of Course" to submit to the system for review.

PROCESSING > REPORTS OF IRREGULARITY (RI)

SGLs | RIs | School AF Audit | District AF Audit | Processing Admin

ASSESSMENT: 2014 SPRING END OF COURSE [change]

DISTRICT: 00190 - DAVIDSON COUNTY   SCHOOL: 0020 - ANTIOCH HIGH [change]

☐ All RI's Complete for 2014 Spring End of Course

Notes:

Delete?	RI #	Date Created	Grade	Test Teacher	Recommended Action	Action Taken	Attachments
☐	RI-012056	01/23/2014	9	Daffy Duck	None yet	None yet	0 Add

[Delete selected RIs]   [Add New RI ...]

❑

❑ Test Administrator Responsibilities

○ do not write comments on answer documents

○ document testing irregularities including date, grade, affected tests, and specific details

○ list names and Unique Student IDs of all affected students

○ submit documentation to the Building Testing Coordinator; **attach duplicate documents only if applicable to an ITM.**

❑ Building Testing Coordinator Responsibilities

○ do not write comments on answer documents

○ enter all RI information online and submit to the system

○ keep a copy of each RI for school records

❑ System Testing Coordinator Responsibilities

○ review RI information online, make recommendations, and submit to the State

Recommendations:
✔ Process Normally—Test will be scanned and included in all reports as if no incident occurred.
✔ Nullify—Test will be scanned but will show on reports as "nullify." Score will not reflect on system data.
✔ Void—Test will not be scanned and no record of test will exist. This is rarely done because it provides no record of a student's opportunity to test.
✔ Nullify FT - Operational test items will be scanned and scored; Field Test items will be nullified.
✔ Medical Exempt - Test will be scanned and reported as medically exempt instead of absent. (Student document with absent bubble filled in should be submitted for processing)
✔ Refusal/DNA - Test will be scanned, the student will receive a 0 score but the score will not be included in school/district or state summary data.

○ ensure that **any** answer documents related to online RIs, Medical Exemptions, and potential Breaches **are returned** with your scorable materials to be scanned and processed.

○ Once all RIs are complete for a system, System Testing Coordinator must submit to the State.

Post-Test Procedures

RI – Inactive Test Material (ITM)

Documents attached to an Inactive Test Material (ITM) form are inactive and are not to be scored. Answer documents should be considered inactive for the reasons **listed on the online form only**. If an answer document contains responses, the responses and student demographics must be transcribed to a new answer document before placing the document to be voided under this form (contaminated and bio-hazard documents, e.g., blood or vomit, should be destroyed locally and documented on this form). If an online form is completed, print and sign the form and attach any related test materials and insert into the ITM envelope.

Updated Instructions on How to complete an online ITM Form:

❑ To complete the online ITM information; use the Reports of Irregularity (RI) process.

- Go to https://tdoe.randasolutions.com
- Select "Assessment Forms" from the "Processing" tab.
  1. Select the RI button at the top of the School Audit.
  2. Select Grade and Content Area/Subtest.
  3. Select **E. Inactive Test Materials Form:**
  4. System and School Name will be pre-populated.
  5. Enter Incident Date.
  6. Enter Teacher Info (Last Name, First Name).
  7. Enter Contact Info (Name, Email).
  8. Document the Occurrence: Complete **one form for each incident type per grade/content area**. Choose from one of the four Incident Types provided. Provide a detailed explanation of the ITM. Incomplete information may result in delayed test processing.
  9. Enter Student Info (Last Name, First Name, Middle, Unique Student ID).
     ✔ **Be sure to select the "Add Student to List" button.**

Return Instructions for ITM Forms:

❐ The following test materials **should not** be included under ITM:
- Braille and Large Print test books (Return these with other test books in the non-scorable boxes.)
- Transcribed answer documents (Place these under the correct header with the scorable materials.)
- Test booklets with only student names or random marks (Place these in the non-scorable boxes.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator must contact Pearson for further instructions.)
- Unused, pre-coded GIS forms (Place them with non-scorable materials.)

❐ Test Administrator Responsibilities
- Do not write on answer documents.
- Identify any answer documents or test booklets to be included under ITM.

❐ Building Testing Coordinator Responsibilities

❐ Do not write on answer documents.
- Ensure materials under the ITM are those documented on the online form.
- Verify the use of form corresponds to allowed reasons only.
- **Sign** completed forms.
- **Ensure that damaged/contaminated documents are transcribed to a clean answer document that is placed under the appropriate GIS form.**
- Notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review and possible disposal.
- Ensure any duplicate answer documents under an ITM have a corresponding document under the appropriate GIS form.
- Pack and return the ITM envelope to the System Testing Coordinator per instructions.

Inactive Test Material (ITM) Cont.

❑ System Testing Coordinator Responsibilities
- Do not write on answer documents.
- Review the ITM for appropriate use and accurate completion.
- Confirm that damaged/contaminated answer documents were transcribed.
- Destroy contaminated answer documents, and note on the ITM form that they were destroyed.
- Sign the RI-ITM form and place in the ITM envelope.
- Return the ITM envelopes in the scorable boxes with the yellow return label.
- Review the RI-ITM in EdTools. Provide comments including cause of ITM, duplicate record, or destruction of document. Recommend "Process Normal" for the document returned under the GIS for processing.

Note: materials returned in the ITM envelope are not processed.

Post-Test Procedures

Inactive Test Material (ITM), Sample

RI – Medical Exemption

The Medical Exemption Request form should only be used for severe, documented medical circumstances. Each request will be reviewed on a case-by-case basis. An answer document bubbled "Absent" **must** be completed with demographic information to be scanned for each student whom you are requesting a medical exemption. The answer document of a student for whom you have requested a medical exemption must be included with the appropriate GIS and SGL. Medical Exemption Requests **must** be entered online as a Report of Irregularity. The current, detailed doctor documentation should include a statement from the doctor explaining why the student (including a Homebound student) cannot take the End of Course Test and **must** be uploaded to the online RI.

❑ Medical Exemption Requests **must** be entered online as a Report of Irregularity. If needed prior to entering online, **blank copies of the medical exemption form are available on our website—** *Tools & Resources* page at **http://www.state.tn.us/education/assessment/tools_resources.shtml**.

❑ To complete the online RI – Medical Exemption Request:

○ Go to EdTools website at https://tdoe.randasolutions.com

○ Select "Assessment Forms" from the "Processing" tab.

1. Select the "Reports of Irregularity (RI)" button from the top of the School Audit.
2. RI Serial # and Test will be pre-populated.
3. Select Grade and Content Area.
4. Select **"I. Medical Exemption Request."**
5. System and School Name will be pre-populated.
6. Enter all required information, including:
   ✔ Incident Date
   ✔ Teacher Info (Last Name, First Name)
   ✔ Contact Info (Name, Email)
   ✔ Student Date of Birth
   ✔ Student Absent Dates
   ✔ School Test Dates
   ✔ Explanation of Emergency (including name of hospital)
   ✔ Name of Building Testing Coordinator, Phone Number, Email Address
   ✔ Verification checkbox that student was absent during the TCAP Assessment for documented medical reasons
   ✔ Name of System Testing Coordinator, Phone Number, Email Address
   ✔ Student Info (Last Name, First Name, Middle, Unique Student ID)
   ✔ Be sure to "Add Student to List."
7. In the "Document the Occurrence" field, copy and paste the entire Explanation of Emergency.

○ upload all research documentation on the Breach RI in EdTools

○ Once all required fields have been completed, click "Update." Upload any additional documentation to the RI in EdTools.

❑ To PRINT the online RI – Medical Exemption Request for your records:

○ Select the "Print" button at the bottom of the RI.

1. RI Report Viewer will pop up on the screen.
2. Select the "Medical Exemption" tab to view Medical Exemption Request.
3. For this form to print properly, be sure to select the Print icon (see sample on next page). Do not use the print option in the Menu Bar.

Post-Test Procedures

RI – Medical Exemption, Sample

SGLs | RIs | School AF Audit

RI Serial #	RI-012057
Test:	2014 Spring End of Course
Grade:	9

There are NO attachments (Click to Add)

Content Area / Subtest:
- ◉ Algebra I
- ○ Algebra II
- ○ Biology I
- ○ Chemistry I
- ○ English I
- ○ English II
- ○ English III
- ○ US History

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

Medical Exemption | Report of Irregularity

Medical Exemption Request

System:	DAVIDSON COUNTY		System #:	00190
School:	ANTIOCH HIGH		School #:	0020
Assessment:	EOC		Test Administration:	Spring

School Level Completion
The following student was not present during any portion of the above TCAP Assessment for documented medical reasons.

Student Name: DAFFY D DUCK
Student UID: 555555555   Student DOB: 01/14/96   Student Grade: 9
Teacher Name/Header Information: Daffy Duck
School Test Dates:
Student Absent Dates:
Explanation of Emergency (Include name of hospital):

This form is to be used only if one of the following irregularities occurred. Ple

○ A. A student or a group of students cheated
○ B. Test administrator/proctor provided inappropriate assistance to student
○ C. A student left or was removed after beginning the test and was unable t
completed in documentation below
○ D. For timed tests/subtests, time limits were not observed. This includes re
ahead, or going back to a previously completed subtest
○ E: Inactive Test Materials Form: A student completed a test using multiple
contaminated. Ensure that contaminated documents are securely destroyed and include this information in the occurrence documentation on this
form. Non-contaminated, damaged or duplicate response documents should be returned with this form. The valid student response document should
be returned under the appropriate TAG or GIS for scoring.
○ F. A student took the wrong test or subtest. District Testing Coordinator must contact the State for further instructions
○ G. Improper test modifications/accommodations were used
○ H. Breach of Security Request
◉ I. Medical Exemption Request
○ J. Other reasons. Please specify

Note: **The Breach of Security and Medical Exemption Request Forms are now to be completed online.** The PDF version of the Breach of Security and
Medical Exemption Request are still available in case you need to print them.

District Name:	School Name:
00190 - DAVIDSON COUNTY	0020 - ANTIOCH HIGH
	Incident Date: 1/23/2014
Teacher Info (as on the Group Information Sheet):	Last Name: Duck
	First Name: Daffy
Contact Information for the State:	Name: Daffy Duck
	Email: daffy.duck@toon.com

Medical Exemption Request Form

School Level Completion
The student listed was not present during any portion of the above TCAP Assessment for documented medical reasons.

Student DOB:	Student absent dates:	School Test Dates:
1/14/1996	1/1/2013	1/1/2013

Explanation of Emergency (include name of hospital):

Post-test Processing Requirements:

Upon completion of testing, materials should be returned to Pearson for processing as soon as possible but in not less than 3 days. Once materials have been received, scanned, and reviewed the data is available for School and System review prior to final reporting. Building and System Testing Coordinators should review all student demographic data as well as verify the status of materials for processing on the TDOE EdTools website at https://tdoe.randasolutions.com

Several steps are required prior to the release of quick scores. On EdTools there is a progress bar at the top of each audit page to reflect the status of schools and districts.

SGL — SCAP — SDDV — TSC —— QS
RIs

Each completed step will be green.

Steps that have been started, but are not finished will be yellow.

Steps that are not available will be gray.

Unused Pre-ID Header

Return all unused pre-ID answer documents (e.g., portfolio students, transfer students) under the Unused Pre-ID Header for processing.

Return with scorable materials for processing.

Unused Pre-ID Header, Sample

UNUSED PRE-ID HEADER
FOR UNUSED PRE-ID DOCUMENTS ONLY

ONLY PLACE DOCUMENTS FOR ONE TEST PROGRAM UNDER THIS UNUSED PRE-ID HEADER (ACHIEVEMENT OR EOC).

ALL ACH GRADES MAY BE INCLUDED UNDER ONE (1) UNUSED PRE-ID HEADER.

ALL EOC SUBJECTS MAY BE INCLUDED UNDER ONE (1) UNUSED PRE-ID HEADER.

**DO NOT INCLUDE: BLANK ANSWER DOCUMENTS
PRE-ID DOCUMENTS WITH RESPONSES
GIS HEADERS**

NOTE: DOCUMENTS UNDER THIS UNUSED PRE-ID HEADER WILL NOT BE SCORED.

Post-Test Procedures

SYSTEM RETURN SHIPPING KIT

Return instructions provide you with the details needed to
assemble and schedule your pick-up of materials.

**MATERIALS
RETURN
INSTRUCTIONS**
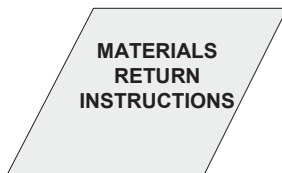
Return labels for your Scorable (answer documents),
this includes your UPS and the designated colored label for the program you are
returning.

**UPS RETURN
LABELS
IOWA CITY**   **AND**   **COLORED
SCORABLE
LABELS**

Your kit will include UPS return labels **OR** a Bill of Lading (BOL) for the return of your
Non- Scorable materials. If you receive a BOL, you would not need UPS labels for each box.
With the BOL, the boxes should be assembled for return on the pallet in which they were
delivered. The boxes should include the designated colored labels for Non-Scorable returns
for the program you are returning.

**UPS
RETURN
LABELS
CEDAR RAPIDS**   **OR**   **COLORED
NON-
SCORABLE
LABELS**
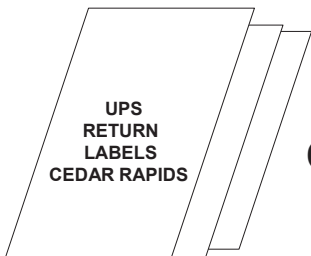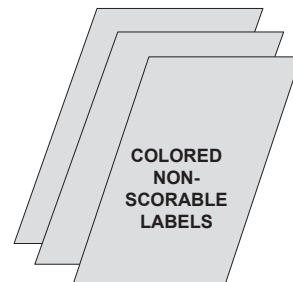
RAPID TURNAROUND labels need to be applied to your Scorable
boxes to assure the 48 hour processing time. Apply two labels per box,
one label on each side corner on opposite sides.

**RAPID TURNAROUND
LABELS**
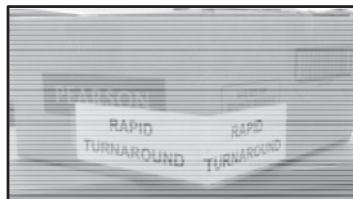
Return Procedures for Spring 2014 TN End of Course
<u>Scorable</u> Test Materials

Notice: Return all answer documents <u>within 3 business days</u> following completion of testing.

The System Testing Coordinator is responsible for arranging the pick-up of all test materials. Contact Pearson at 1-888-817-8658 if there are any problems packing materials or arranging for pick-up.

❑ 1. Return labels are located within the System Return Shipping Kit.

❑ 2. Check all return materials for completed ITMs and loose answer documents.

❑ 3. Pack all test materials **by school, in the boxes that the test materials were shipped in.**

❑ 4. Assemble the **Scorable** test materials to be returned. See the Assembly Diagram for Return of Scorable Materials document in this packet.

❑ 5. **<u>For UPS returns</u>** – Each box will have four labels:
   ▪ YELLOW for Scorable materials
   ▪ UPS return label
   ▪ Rapid Turnaround labels placed on the side corners on opposite sides
   ▪ Mark boxes 1 of _____, 2 of_____, etc. to ensure the correct number of YELLOW labeled boxes is received by Pearson.

❑ 6. **<u>For FedEx Freight / or other trucking company returns</u>** (if you received a Bill of Lading [BOL] in your System Return Shipping Kit) – Each box will have one label:
   ▪ YELLOW for Scorable materials
   ▪ 1 FedEx Freight Bill of Lading (BOL) for the driver
   ▪ Rapid Turnaround labels placed on the side corners on opposite sides
   ▪ Mark boxes 1 of _____, 2 of_____, etc. to ensure the correct number of YELLOW labeled boxes is received by Pearson.

❑ 7. Seal all boxes using shipping tape.

❑ 8. Store all boxes in a dry, secured location until pick-up.

PACKAGING DIAGRAM FOR RETURN OF <u>SCORABLE</u> (USED) END OF COURSE TESTING MATERIALS

ITM Envelope

Unused Pre ID Header

Unused Pre ID Answer Documents (all content areas)

Completed GIS Form

Scorable Answer Documents

Completed GIS Form

Scorable Answer Documents

Call to schedule pick-up 24-48 hours prior to day of pick-up.

Place the YELLOW label and UPS return label on top of sealed box

YELLOW Label 1 of #

UPS OVERNIGHT Return Label
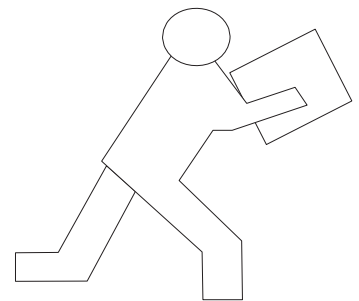
Ready for shipping to Pearson in Iowa for Processing

KEY REMINDERS:

✓ USE YELLOW COLORED LABELS ON BOXES

✓ USE UPS OVERNIGHT RETURN LABELS ON EACH BOX

✓ PLACE **TWO RAPID TURNAROUND LABELS** AROUND OPPOSITE CORNERS OF EACH BOX

✓ UNUSED PRE ID ANWER DOCUMENTS CAN BE RETURNED TOGETHER UNDER ONE UNUSED PRE ID HEADER

✓ LABEL BOXES "1 OF X," 2 OF X,' ETC. X BEING THE TOTAL NUMBER OF BOXES WITH YELLOW COLORED LABELS

✓ <u>**DO NOT**</u> **MIX SCORABLE TEST MATERIALS WITH NON-SCORABLE TEST MATERIALS**

RAPID TURNAROUND

RAPID TURNAROUND

Return of Scorable (Used) Testing Materials

Post-Test Procedures

Return Procedures for Spring 2014 TN End of Course
Non-Scorable Test Materials

Notice: Return all answer documents <u>within 3 - 5 business days</u> following completion of testing.
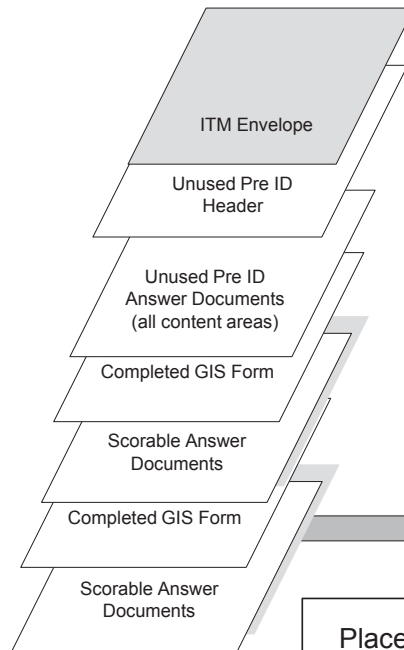
The System Testing Coordinator is responsible for arranging the pick-up of all test materials. Contact Pearson at 1-888-817-8658 if there are any problems packing materials or arranging for pick-up.

❑ 1. Return labels are located within the System Return Shipping Kit.

❑ 2. Pack all test materials **<u>by school, in the boxes that the test materials were shipped in. Place on pallets and wrap pallet if returning by FedEx Freight / or other trucking company.</u>**

❑ 3. Assemble the **Non-Scorable** test materials to be returned. See the Assembly Diagram for Return of **Non-Scorable** Materials document in this packet.

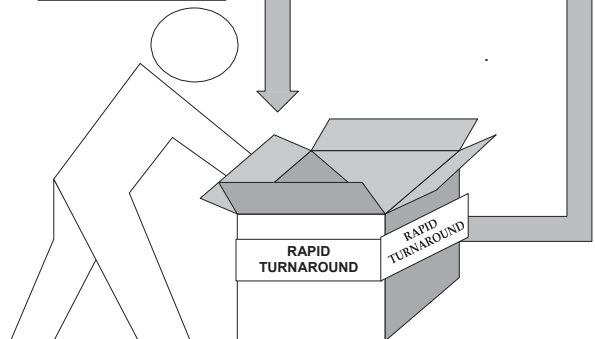❑ 4. **<u>For UPS returns</u>** – Each box will have two labels:
- LAVENDER for Non-Scorable materials
- UPS return label
- Mark boxes 1 of ____, 2 of____, etc. to ensure the correct number of LAVENDER labeled boxes is received by Pearson.

❑ 5. **<u>For FedEx Freight / or other trucking company returns</u>** (if you received a Bill of Lading [BOL] in your System Return Shipping Kit) – Each box will have one label:
- LAVENDER for Non-Scorable materials
- 1 FedEx Freight Bill of Lading (BOL) for the driver
- Mark boxes 1 of ____, 2 of____, etc. to ensure the correct number of LAVENDER labeled boxes is received by Pearson.

❑ 6. Seal all boxes using shipping tape.

❑ 7. Store all boxes in a dry, secured location until pick-up.

Post-Test Procedures

PACKAGING DIAGRAM FOR RETURN OF END OF COURSE
<u>NON-SCORABLE</u> (UNUSED) TESTING MATERIALS

Singles and packs of Test Books

Large Print Test Books (if applicable)

Braille Test Books (if applicable)

Test Booklets used by Examiners

District Overage of Unused Test Booklets

Call to schedule pick-up 24-48 hours prior to day of pick-up.

Ready for shipping to Pearson in Iowa for Security Processing

Place the LAVENDER label and UPS return label on top of sealed box

LAVENDER Label 1 of #

UPS Return Label

KEY REMINDERS:

✓ PLACE LAVENDER COLORED LABELS AND UPS GROUND LABELS (if provided) ON TOP OF SEALED BOXES

✓ LABEL BOXES "1 OF X," 2 OF X,' ETC. X BEING THE TOTAL NUMBER OF BOXES WITH LAVENDER COLORED LABELS

✓ RETURN LARGE-PRINT AND BRAILLE TEST BOOKLETS WITH THE REGULAR TEST BOOKLETS

✓ ANY TEST BOOKLET USED BY AN EXAMINER TO ASSIST IN ADMINISTERING THE TEST MUST RETURNED WITH THE ALL TEST BOOKLETS

✓ **<u>DO NOT</u> MIX SCORABLE TEST MATERIALS WITH NON-SCORABLE TEST MATERIALS**

Return of Non-Scorable (Unused) Testing Materials

Scheduling a Pick-Up with UPS

- Call UPS at (800) 823-7459 to schedule **all** pick-ups (ground and air).
- The System Testing Coordinator should provide UPS with the following information:
    - Tell the UPS representative you are calling in a pick-up request for **Pearson** and will be using their **"Return Service"**.
    - Provide UPS with the following information:
        - Account # from the return label.
        - The physical location where packages are to be picked up from.
        - Estimated number of packages that will be available for pick-up.
- Pick-ups should be scheduled 24-48 hours in advance. There can be time constraints for specific pick-ups based on the Systems location. The UPS Representative will let the System Testing Coordinator know if the pick-up cannot be made as requested and will help the System Testing Coordinator adjust accordingly.
- Once the pick-up is confirmed, the System Testing Coordinator will receive a confirmation number from UPS that they can reference if questions or changes arise.

Scheduling a Pick-Up with FedEx Freight / or other trucking company

- Systems should keep the original shipping pallets for return shipment.
- Systems should palletize materials and shrink wrap their pallet of materials prior to pick-up.
- Your Bill of Lading can be found in your System Return Shipping Kit and the number to call for pick-up is at the bottom of your Bill of Lading.
- The System Testing Coordinator should provide FedEx Freight / or other trucking company with the following information:
    - You are calling in a pick-up request for **Pearson**
    - Address
    - Contact name
    - Contact phone number
    - Number of pallets
    - If loading dock is available or if lift-gate services are needed
    - Hours available for pick-up
    - Service level – will be FedEx Freight Priority
    - Destination Zip Code
        - Scorable shipment – 52245 (Iowa City, IA.)
        - Non-Scorable shipment – 52404 (Cedar Rapids, IA.)
- Pick-ups should be scheduled 24-48 hours in advance. There can be time constraints for specific pick-ups based on the Systems location. The Freight Representative will let the System Testing Coordinator know if the pick-up cannot be made as requested and will adjust accordingly.
- Once the pick-up is confirmed, the system will receive a confirmation number from FedEx Freight / or other trucking company that they can reference if questions or changes arise.

Post-Test Procedures

Spring 2014 EOC Materials Checklist: Scorable, Non-Scorable, and Destroy

Return the following **Scorable** materials to: Pearson 2510 North Dodge Street Iowa City, IA 52245-9555 (Yellow label)	Return the following **Non-Scorable** materials to: Pearson 7405 Irish Dr. SW Cedar Rapids, IA 52404 (Lavender label)	**Destroy** – **Do not** return to Pearson:
Printed page of a Completed Online Inactive Test Material (ITM) Form **or** RI Form with materials inserted into ITM Envelope (if applicable) Home School Envelope (Place the answer documents behind a completed GIS Form for each content area and place inside the envelope) Answer Documents: **Unused (not tested)** Pre-ID answer documents – Place **all** content areas behind one **Unused Pre-ID Header** per school Pre-ID **and/or** hand bubbled answer documents that are tested – Place behind a completed GIS Form for each content area Transcribed Large Print answer documents – Place behind a regular GIS Form along with regular answer documents for each content area Transcribed Braille answer documents – Place behind a separate completed GIS Form for each content area	All Test books: Opened Unopened packages Overages Those used by Examiners Large Print books Braille books Braille Ink Print books Blank Answer Documents (not pre-coded or gridded) GIS Forms (unused – pre-coded and blank) Unused Pre-ID Headers (pre-coded and blank)	School Group Lists (SGLs) Practice Test Materials Security Checklists Pallet Details Lists System Packing Lists School Packing Lists Materials Checklist Assembly ID Sheets Test Administration Manuals (TAM) Unused Inactive Test Material (ITM) Envelope Unused Home School Envelope Memos Return Materials Instructions Mailing Labels Paper Bands Scratch Paper

Tracking Your Test Materials

By using PearsonAccess, you will be able to track your test materials both incoming delivery to your system and outgoing when you ship back your test materials.

After logging into PearsonAccess, from the home page you will click the link for "Order Additional Materials and Tracking":
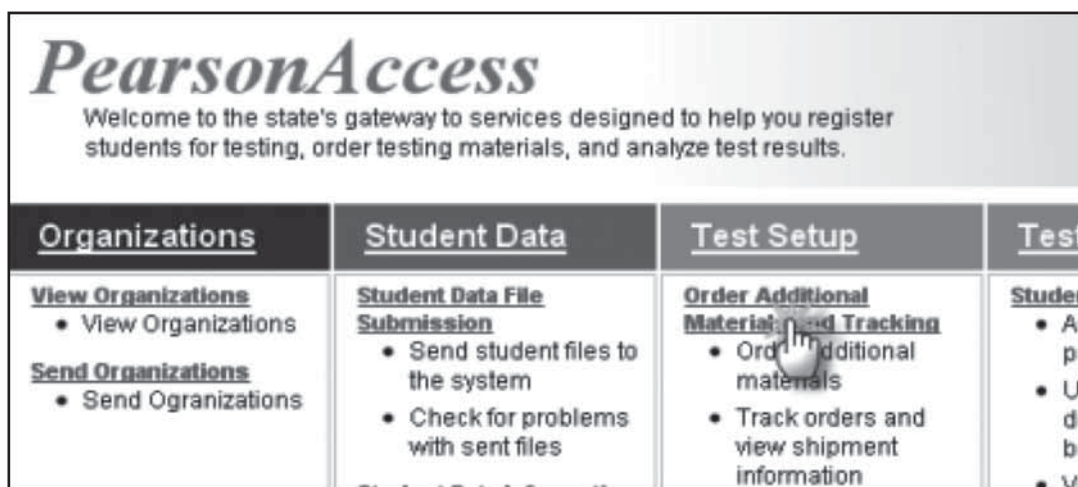
For test materials being delivered to the system, the "View By" radio button for "Orders from Pearson" should be selected:

The tracking screen will provide you with your status, organization, organization code, submission date, and delivery date if the materials have been delivered.

To see details on each shipment, click the "Test Materials" link.

The "Items Ordered" tab will provide the list of materials packed in that order.

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The "Shipping Details" tab will provide you with the delivery address, number of boxes, status, shipping date, estimated delivery date (if not delivered), and delivery date (when materials have been delivered).

Test Materials (1023136)
↑ Return to Orders

2014 Spring EOC Change

| Items Ordered | Shipping Details |

Shipping Details

004700000
KNOX COUNTY
1000 N. CENTRAL AVENUE
KNOXVILLE, TN 37917

Phone:
Fax:

Shipment	Status	Boxes	Organization	Shipped	Estimated Arrival	Delivery Date	Confirmation
1 view	Delivered	6	KNOX COUNTY (004700000)				

To view any additional information about the shipment, click "view":

Test Materials (1023136)
↑ Return to Orders

2014 Spring EOC Change

| Items Ordered | Shipping Details |

Shipping Details

004700000
KNOX COUNTY
1000 N. CENTRAL AVENUE
KNOXVILLE, TN 37917

Phone:
Fax:

Shipment	Status	Boxes	Organization	Shipped	Estimated Arrival	Delivery Date	Confirmation
1 view	Delivered	6	KNOX COUNTY (004700000)				

This will provide the UPS or FedEx tracking information and the test materials you should expect in each box for the shipment.

Checking Your Return Shipments

Once you have your shipment picked up, you will be able to track the delivery back to Pearson using PearsonAccess.

From the PearsonAccess home page, click the link for "Order Additional Materials and Tracking." Then change "View By" to "Shipments to Pearson":

Orders
↑ Return to Test Setup

2014 Spring EOC Change

View By: ○ Orders from Pearson ● Shipments to Pearson

| Show Search | | | | | | Results: 1 to 12 of 16 |

Tracking Number	Status	Organization	Pickup Date ▲	Estimated Arrival	Delivery Date
UPS -	Delivered	KNOX COUNTY (004700000)			

Your tracking numbers will be listed along with status.

End of Course Contact Information

tned.assessment@tn.gov

Office of Assessment Logistics
710 James Robertson Pkwy
Andrew Johnson Tower, 10th Floor
Nashville, TN 37243

EdTools Support Email
tdoesupport@randasolutions.com

PEARSON

TN Customer Service Support Line
888-817-8658
Press 2 for EOC
Monday - Friday
6:30 am - 7:30 pm (CST)

TN Customer Support Email
Tennessee@support.pearson.com

Returning Materials to Pearson

1. **Scorable Documents** (Yellow label)
EOC Spring 2014 Testing
Pearson
2510 North Dodge Street
Iowa City, IA 52245-9555

2. **Select Non-Scorable Documents** (Lavender label)
EOC Spring 2014 Testing
Pearson
7405 Irish Dr. SW
Cedar Rapids, IA 52404

End of Course Assessment

Test Administration Manual

Spring 2014

Return these materials to Pearson.

TN00006850